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ABSTRACT

The report presents detailed descriptions of 12 exemplary secondary vocational education programs for students with special needs. Programs were selected by a panel of experts from 250 nominated projects and programs, of whom 96 completed a lengthy questionnaire. Site visits were made to each of the 12 finalists. Criteria for selection included response to the relevant mandates of the Carl D. Perkins Vocational Education Act, as well as aspects of program delivery such as administrative structure, interagency linkages, inservice training, and program evaluation. Each profile begins with a summary of program objectives, key features, staffing patterns, financial data, and number of students served. The next section describes how the program met the mandates of the Carl D. Perkins Vocational Education Act relating to secondary level special education students. Performance data supporting program effectiveness are presented next, while a subsequent section describes other significant program components including transcripts of interviews with local staff and information on replicable aspects of the program. Sample forms and related exhibits constitute the final section of each profile. Research on effective schools and themes common to the 12 exemplary programs are discussed in the final pages of the document. (JW)

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Profiles of Success
Serving Secondary Special Education Students through the Carl D. Perkins Vocational Education Act

12 Exemplary Approaches

John J. Gugerty
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1988

The Vocational Studies Center
School of Education
University of Wisconsin-Madison

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TABLE OF CONTENTS

Acknowledgements i

List of Figures iii

Introduction 1

Career Opportunities Program for Special Needs Students in Southwest Oakland County 9

Designated Vocational Instruction/Job Training Partnership Act Program . 41

Employment Skills Program and Designated Vocational Instruction 83

Frederick County Vocational Evaluation/Support Service Team 131

Leon's Intensive Training for Employment Program (LITE) 179

Pierce County Vocational/Special Education Cooperative 233

Project STRIVE 291

Southeast Oakland Vocational Education Center 343

Special Needs Transition Program 363

Vocational Department: Promising "Signs" 405

Vocational Entry/Exit Level Skills Project: An Instructional Management System 453

Vocational Education Preparation for Special Education Students 511

Why Are These Projects and Programs Effective? 559

References 563

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2. All the local program staff from 96 sites who took the time to develop detailed descriptions of how they prepare special education students for employment. Their dedication to these students was evident.

3. The panel of experts who survived the two intense days of concentrated effort required to rate 96 project/program descriptions fairly and systematically. The following individuals were members of this review panel.

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LIST OF FIGURES

Figure 1 - Tracking Procedures 15

Figure 2 - SWOVEC Special Needs Teaching Aide Job Description 16

Figure 3 - Vocational Assessment Instruments Used by the DVI Employment Skills Program and Guidance Department 90

Figure 4 - Post School Follow-up Study of ESP Students from the Verona Graduation Classes of 1983, 1984, 1985, and 1986 . . . 101

Figure 5 - Leon County Transition Process 190

Figure 6 - Comparison of Secondary Enrollment in Pierce County by Handicapping Condition 244

Figure 7 - Baseline (1983-84) Enrollment of Secondary Handicapped Students in Pierce County 245

Figure 8 - Enrollment of Secondary Handicapped Students in Pierce County 245

Figure 9 - Comparison of Students Enrolled in Reimbursable Vocational Education by Handicapping Condition 246

Figure 10 - Comparison of Students Enrolled in Reimbursable Vocational Education by Program Option 246

Figure 11 - Comparison of Students Enrolled in Special Education Sponsored Vocational Training by Handicapping Condition . . 247

Figure 12 - Comparison of Students Enrolled in Special Education Sponsored Vocational Training by Program Option 248

Figure 13 - Comparison of Students Enrolled in Non-reimbursable Vocational Education/Training by Handicapping Condition . . 248

Figure 14 - Comparison of Students Enrolled in Non-reimbursable Vocational Education/Training by Program Option 249

Figure 15 - Instructional Support Team Services 350

INTRODUCTION

Origins of the Project

The Carl D. Perkins Vocational Education Act of 1984 (PL 98-524) mandates that ten percent of the funds allocated to each state through this law be used to provide effective vocational education for students with handicaps. The law also specifies that secondary level vocational educators and special educators cooperate when implementing the Perkins Act mandates that apply to special education students.

To help decision makers choose and implement the most effective program designs and instructional techniques applicable to their local situations, the Vocational Studies Center (VSC) applied for and received funding from the U.S. Office of Special Education and Rehabilitative Services to select, describe, and publicize 12 exemplary approaches to meeting the Carl D. Perkins Act's mandates that apply to secondary level special education students. This project began on June 1, 1986, and was completed on May 31, 1988.

Selection Process

VSC staff requested state and local vocational educators, special educators, advocacy group representatives, university personnel and others from around the country to nominate projects they considered exemplary. They were asked to use the following guidelines when deciding whether or not to nominate a project or program:

1. The program should implement in exemplary fashion the major Perkins Act mandates that apply to special education students (notification and outreach, assessment, career counseling and guidance, specialized instructional services and curriculum modification, and counseling for transition to post high school options).

2. The Perkins Act implementation procedures must have been in operation during the 1985-86 school year, and be expected to continue for at least one year beyond the time of nomination.

3. The secondary level vocational education programs associated with this effort must include at least three occupational areas.

4. The project or program must have documented goals, objectives, and activities, and program administrators must be willing to share this information.

5. The project or program must have, and be willing to make public, data on program and student performance.

6. Local staff must be willing to share fiscal data that apply to implementation of Perkins Act mandates for special education students.

7. Local staff must be willing to facilitate on-site observation of the program, staff interviews, and review of records by Vocational Studies Center staff.

In response to this request, 250 projects and programs from around the United States were nominated. Of that group, 96 completed and returned a nine page questionnaire.

In addition to explaining how they used the Perkins Act's 10% handicapped setasides, these 96 respondents provided detailed descriptions of how they met the major Perkins Act Program mandates that apply to secondary level special education students. These mandates (Carl D. Perkins Vocational Education Act, section 204), are:

1. "...provide information to handicapped students and parents of such students concerning the opportunities available in vocational education at least one year before the students enter the grade level in which vocational education programs are first generally available in the state...together with the requirements for eligibility for enrollment in such vocational education programs."

2. Each handicapped student who enrolls in a vocational education program shall receive "an assessment of the interests, abilities and special needs of such student with respect to completing successfully the vocational education program."

3. Each handicapped student who enrolls in a vocational education program shall receive "special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs established as a result of the assessment described"...

4. Each handicapped student who enrolls in a vocational education program shall receive "guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the quality of such special services."

5. Each handicapped student who enrolls in a vocational education program shall receive "counseling services designed to facilitate the transition to post-school employment and career opportunities."

6. "Equal access will be provided to handicapped...individuals to the full range of vocational programs available to non handicapped... individuals, including occupationally specific courses of study, cooperative education, and apprenticeship programs."

7. "Vocational programs and activities for handicapped individuals will be provided in the least restrictive environment in accordance with section 612(5)(b) of the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the individualized education plan required under section 612(4) and section 614(a)(5) of such act."

8. "Vocational planning for handicapped individuals will be coordinated between appropriate representatives of vocational education and special education."

Several other aspects of effective program delivery, including administrative structure, linkage with other agencies, inservice training approaches, student performance evaluation, post program followup, and program evaluation were also considered.

Many respondents, on their own initiative, provided supplemental information. This included curriculum guides, student study aids, and videotapes that portrayed aspects of their program or recorded students' perceptions.

A national panel of experts, selected because of their skill and experience in vocational special needs, special education, vocational education, administration, and advocacy for disabled individuals met and rated all 96 nominees on the following factors:

1. Organization
    a) Administration,
    b) Staffing pattern and staff qualifications,
    c) Budget/fiscal considerations,
    d) Target population,
    e) Course offerings,
    f) Number of special education students served.

2. Perkins Act mandates
    a) Parent and student outreach and notification,
    b) Assessment of students' abilities, interests and special needs,
    c) Special instructional support and other services,
    d) Guidance, counseling and career development,
    e) Counseling to facilitate transition,
    f) Equal access,
    g) Least restrictive environment,
    h) Vocational education-special education coordination.

3. Other factors
    a) Program evaluation,
    b) Comprehensiveness,
    c) Replicability.

The review panel used a Likert Scale rating system to assign scores to each respondents descriptions of the components listed above. The raters used the following criteria to guide their decisions:

1 = **inadequate.** Does not meet minimum standards prescribed by PL 98-524.

2 = **minimally adequate.** Meets minimum standards prescribed by PL 98-524.

3 = **above average.** Exceeds minimum standards prescribed by PL 98-524.

4 = **significantly above average.** Far exceeds minimum standards prescribed by PL 98-524.

5 = **outstanding.** Sets benchmark for excellence in serving special education students according to the applicable PL 98-524 mandates. A model approach.

Site Visit

The project director notified representatives of the 12 projects or programs that they were selected as exemplary, and secured their commitment to help arrange a site visit by members of the Vocational Studies Center staff. All 12 of those originally chosen elected to continue working with VSC staff. The 12 site visits were made between January and May, 1987. Two VSC staff members traveled to each site, and spent approximately two days there in order to:

1. Review major fiscal and program components of each project,
2. Explore and document any key factors making this effort highly effective that were not recorded on the questionnaire submitted by local staff.

At each site, VSC staff observed activities, reviewed documents, and conducted interviews. VSC staff worked through local contact persons to develop specific site visit schedules. The following list illustrates the types of observations, reviews and interviews conducted by VSC staff.

1. Observation
    a) Class/lab instruction,
    b) Multi-disciplinary team meeting,
    c) Vocational assessment,
        - Assessment process,
        - Reporting results to students/parents/teachers,
    d) IEP development meeting,
    e) Transition planning meeting,
    f) Inter-agency meeting,
    g) Parent conference (group or individual),
    h) Other activities as appropriate.

2. Interview
    - a) Superintendent and/or principal,
    - b) Project administrator,
    - c) Project staff,
    - d) Other school staff,
    - e) Vocational educators,
    - f) Special educators,
    - g) Guidance counselor,
    - h) Staff from cooperating agencies/programs,
        - JTPA funded programs,
        - Vocational rehabilitation,
        - Postsecondary educational institutions,
        - Community based services,
    - i) Advisory committee member,
    - j) School board member,
    - k) Students,
    - l) Parent,
    - m) Employers,
    - n) Others as appropriate.

3. Documents Reviewed
    - a) Student records,
        - Multi-disciplinary team reports,
        - IEPs,
        - Assessment reports,
        - Transition plans,
        - Performance measures (grades, competency checklists),
    - b) Fiscal records,
    - c) Curricula,
    - d) Instructional/remedial materials, including computer assisted instruction,
    - e) Inservice training designs and materials,
    - f) Personnel procedures,
    - g) Interagency coordination and referral documents,
    - h) Program evaluation data,
        - Post program/post school followup forms, procedures, and data,
        - Third party evaluation results,
    - i) Other documents as needed.

After completing the site visits, VSC staff assembled comprehensive descriptions of each project or program. The core of each description was drawn from material originally submitted by local staff. Draft copies were submitted to the local contact person at each site for review and addition of current fiscal, program and follow up data. Upon receiving these review copies, VSC staff prepared the descriptions included in this handbook.

Dissemination

This handbook is available on a cost recovery basis through the Publications Unit of the Vocational Studies Center. The handbook was also disseminated through six national conferences that took place in the following locations:

1. Las Vegas, Nevada (December 4, 1987),
2. Orlando, Florida (January 21-22, 1988),
3. Washington, D.C. (March 28, 1988),
4. Madison, Wisconsin (April 28-29, 1988),
5. Boston, Massachusetts (May 3-4, 1988),
6. Seattle, Washington (May 12-13, 1988).

Each conference included presentations by staff from one or more of the twelve exemplary efforts.

The Structure of Each Profile

Each profile begins with a section entitled "Background Information." It includes a summary of the project/program objectives, key features, staffing patterns, financial data, and number of students served.

The next section, entitled "Meeting the Perkins Act Mandates that Apply to Special Education Students," includes descriptions of how each project or program met the eight major mandates listed previously.

The third section is entitled "Evidence of the Project's Effectiveness." In it, the performance data supporting the project's/program's impact are presented. This includes measures of student performance, and a summary of the post school status of former students.

The fourth section, entitled "Additional Information," contains descriptions of other significant project/program components, transcripts of interviews with local staff, and other information developed through the site visits. Project or program operators, parents, students, local agency staff and others contributed their perspective on how the local effort started, why it is effective, and how it could be replicated elsewhere.

The last section of each profile contains a series of exhibits. These exhibits provide more details about some aspect of the services provided, describe how cooperating agencies function, outline inservice training curricula, or illustrate forms used to structure and document services provided. In selecting material to include as exhibits, VSC staff focused on items that might add to the reader's understanding of the project and be adaptable to the reader's local circumstances.

Technical Assistance

If the reader wishes to learn "directly from the source," he or she may communicate with the contacts listed in each profile. The fiscal requirements and other conditions under which local staff would be available to provide technical assistance are also described in this section.

Instructional and Other Materials

This section lists materials that are available. Prices and ordering information are included.

Common Themes

The last chapter of the handbook reviews some of the recent "excellence in education" literature, and summarizes the themes common to the 12 exemplary projects or programs described in this handbook.

CAREER OPPORTUNITIES PROGRAM FOR SPECIAL NEEDS STUDENTS IN SOUTHWEST OAKLAND COUNTY

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Wixom, MI 48096
(313) 624-6000

Contact Person:
Irvin Boynton
Southwest Oakland Vocational
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1000 Beck Road
Wixom, MI 48096
(313) 624-6000

Background Information

Objectives

The goal of this project is to train the exceptional students to their maximum potential in preparation for the world of work.

Key Features

The staff assigned to this project, and the structure of their duties, are keys to its success. Staff include: one Special Needs Counselor/Consultant, seven special needs shared time Teaching Aides, Work Study Coordinators (home school liaison staff), home school special education teachers, counselors, social workers and a project administrator/coordinator.

Profile of Local Service Area

Southwest Oakland Vocational Education Center (SWOVEC) serves students from middle class and upper middle class backgrounds. The SWOVEC boundaries cover about 360 square miles and include 16 high schools from seven school districts.

SWOVEC sessions run from 8:00 a.m. - 10:30 a.m., 11:30 a.m. - 2:00 p.m. and 2:10 p.m. - 4:40 p.m. (extended day). The continuing education session runs from 7:00 p.m. - 10:00 p.m.

Course offerings include: Auto Body, Automated Office, Auto Mechanics, Architectural Drafting, Cosmetology, Data Processing, Dental Office Assistant., Diesal Mechanics, Electronics, Engineering Design, Floral Design, Food Service, Greenhouse Management/Landscaping, Machine Trades, Medical Office Assistant, Modern Printing, Visual Merchandising and Welding.

Courses are open to eleventh and twelfth grade students. Students are assigned to the Center by their home school counselors. Adults may enroll in regular classes on a space available basis. A six week vocational summer school is offered. Educational industrial development programs are also available. Students attend one session per day five days per week at the Center. Class periods are two and one half hours long. Students spend the other half of their school day in the home high school. Students are bussed between their home school districts and the Center. This consumes about 30 minutes per day of the students' school time.

Staff Assigned to Project

Special Needs Coordinator - 50%

The special needs coordinator has worked in the field for 26 years, the last 16 of those in his current position. His Master's degree is in special education, with a focus on students who are mentally retarded and emotionally impaired. The other portion of his job is spent as an assistant principal (one of two) at SWOVEC. In this capacity he participates in hiring all new staff and conducts annual performance evaluations on one third of the SWOVEC instructors per year. Over a three year period he will have evaluated all SWOVEC teaching staff.

Special Needs Counselor/Consultant - 100%

He has spent 16 years in the field, the last 13 of which were in his current position. He has a Master's degree in special education, a Master's degree in counseling and guidance, and certification as a social worker. He has also worked at professional and executive level jobs for a number of years in private industry.

Cosmetology Special Needs Teaching Aide - 100%

She has spent 18 years in the field, two of which were in her current position. She has a Michigan Cosmetology Instructor and Operator license.

Floral/Greenhouse Special Needs Teaching Aide - 100%

She has spent fifteen years in the Floral/Horticulture industry. Her work experience has taken place in three different flower shops. She also has had experience in training young people who were hired as new employees in the last two flower shops.

Welding/Machine Trades Special Needs Teaching Aide - 100%

He has spent seven years in industry, three and one-half years as a welder and three and one-half years in the machine trades field. Most recently he has functioned as a tool and die maker, mold and model maker. He also possesses his Associates Degree from Weber State College in Salt Lake City, Utah.

Medical Office Assistant/Dental Office Assistant/Total Office Procedures Special Needs Teaching Aide - 100%

She has worked in the field for six years, the last three of which were in her current position. She holds a Certificate in Medical Transcription.

Auto Body Special Needs Teaching Aide - 100%

He has been in the field for 41 years, the last two of which were in his current position. For many years, he owned and operated his own automotive repair business. He receives an annual vocational authorization to teach Adult Education. He also instructs an Adult Continuing Education session at SWOVEC.

Data/Electronics/Modern printing Special Needs Teaching Aide - 100%

He has been in the field for 31 years, the last two of which were in his current position. He is working toward an Associate Degree. Previously, he worked for several years in the private sector.

Food Service Special Needs Teaching Aide - 100%

She has been in the field eight years, the last two of which were in her current position. She has certificates in Merchandising and in Serving Special Needs Students. She holds additional certificates in Computer Trends in Food Service, Kitchen Management, and Improving Food Production Methods.

Auto Mechanics/Diesel Mechanics Special Needs Teaching Aide - 100%

He has been in the field for six years, the last two of which were in his current position. He holds a two-year certificate from SWOVEC in auto mechanics, an Associate degree in automotive service, and a Bachelor's degree in trade/technical education.

Financial Data

		1985-1986	1986-1987		1987-1988	
PL 98-524 10% handicapped setaside		58,197	48,688*		40,226	
PL 98-524 22% disadvantaged setaside		44,364	43,379*		36,493	
State funds	(43%)	102,561	92,067	(35%)*	76,719	(28%)
Local funds	(57%)	136,834	169,312	(65%)	199,206	(72%)
	TOTALS	$239,395	$261,379		$275,925	

*The PL 98-524 handicapped and disadvantaged setasides are allocated through the Michigan State Department of Education, Vocational Education Division. The totals of these two setasides are also entered in the "State Funds" columns. During the 1985-86 school year, our Special Needs Project serviced 103 disadvantaged students along with the 167 handicapped students.

Examples of how the 10% handicapped setasides were used in 1985-1986

Even though the project serviced a higher proportion of handicapped than disadvantaged students, the 10% handicapped setasides were utilized in helping to pay for the salaries of eight shared time paraprofessionals and 1.5 Special needs Counselor/Consultant services.

Examples of how the 10% handicapped setasides were used in 1986-1987

The 10% setasides for the 1986/87 school year were utilized in the same manner as in the 1985/86 school year.

Examples of how the 10% handicapped setasides were used in 1987-1988

This 1987-1988, the 10% handicapped setasides continue to help pay for the salaries of the eight Special Needs paraprofessionals, the 1.5 Counselor/Consultant services and a .5 Special Needs Coordinator.

Number of Special Education Students Served

	1985-1986	1986-1987	1987-1988 (estimate)
Learning Disabled	117	114	136
Seriously Emotionally Disturbed	47	55	40
Orthopedically Impaired	3	3	1
Visually Handicapped	0	1	0
Hard of Hearing	0	1	3
TOTAL SERVED BY THIS PROJECT	167	174	180

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986	1986-1987
11	92	107
12	75	73

Estimated number of special education students served who also received assistance from ancillary agencies

Number of Students 1985-1986	Agency
33	State/Federal Vocational Rehabilitation Program
44	Job Service
23	JTPA funded program
4	Social Security Administration (SSI, SSDI)

Total number of vocational education courses completed by students served through this project

	1985-1986	1986-1987
Agriculture		
Floral	12	14
Greenhouse	14	7
Distributive Education		
Advanced Display (Visual Merchandising)	4	7

Health		
Dental	0	2
Medical	6	3
Home Economics		
Foods	27	24
Office		
Data	9	7
TOPS (Automated Office)	3	1
Trade & Industrial		
Autobody	16	19
Auto Mechanics	10	7
Architecture	4	1
Cosmetology	10	9
Diesel	11	13
Electronics	5	6
Engineering Design	5	4
Machine Trades	15	15
Printing	4	6
Welding	8	12
TOTAL	163	157

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

Staff use a number of methods to communicate to handicapped students and their parents about the vocational education opportunities at SWOVEC:

1. The seven Vocational Education Directors in the seven feeder school districts send letters to all parents and students of ninth graders in the spring of each year explaining the available vocational programs not only at the Vocational Center but also at the feeder high schools.

2. During the spring of each year, advertisements are placed in local newspapers to reinforce the availability of vocational education to all students.

3. Student orientations take place at each of the eleven constituent comprehensive high schools in the spring of each year for the entire sophomore class. All sophomores, including handicapped students, are requested to be present.

4. SWOVEC encourages the special education staffs at the junior high and/or middle schools to bring their students to the Vocational Center for tours and orientations.

5. The Work Study Coordinators bring all of their handicapped students to the Vocational Center during the spring of each year for a tour and orientation. Every student receives copies of fact sheets help explain the Vocational Center.

Mandate Two: Assessment

During the 1985-86 school year, the Southwest quadrant of Oakland County determined that the Special Education Department in the seven feeder school districts would assess their handicapped students and send the results to the Vocational Center as back up documentation for handicapped students who would attend SWOVEC.

The SWOVEC Special Needs Program to assesses all disadvantaged candidates by using the MESA II Short Form (Valpar) and the General Aptitude Test Battery (GATB).

Because this is a relatively new procedure, its effectiveness in placing special needs students into appropriate trade areas has not yet been determined.

During the first 10 weeks of each new school year, all Special Needs Teaching Aides assess special education students' math skills and reading skills. Because this is very helpful, most vocational instructors want all of their students assessed in math and reading. SWOVEC accommodates all who request this. The Botel Reading Test is used to assess students' reading skills. Their math skills are assessed using a test developed by SWOVEC staff based on the demands of the curriculum.

Mandate Three: Special Services

Highly qualified Special Needs Teaching Aides assist the Special Needs students in 15 of the 18 trade areas at SWOVEC. With the assistance of the trade instructors and the high school Work Study Coordinators, the Special Needs Teaching Aides are heavily involved in curriculum modification but not curriculum development. Each handicapped student is evaluated individually to determine the academic and hands on assistance that he or she will need in order to succeed in the trade area. (See Exhibit for an illustration of an individualized student contract.) Equipment such as tutorettes, sound pages, cassette recorders and the Dukane and Autovance are available in the Career Center. Many special needs students also use the Michigan Occupational Information System (MOIS).

Oakland Intermediate Schools provide additional supportive services to the visually impaired, including the use of large print books and textbooks recorded on tape. Interpreters for the deaf are also available through Oakland Intermediate Schools. The entire Special Needs support staff focuses on the individual needs of students to identify the proper prescriptive component that will lead to greater success in vocational training. Figure 1 describes some of the tracking procedures used to monitor student progress. Figure 2 outlines the job description of the Special Needs Teaching Aides.

Figure 1

Tracking Procedures

Date: April 6, 1987
To: Instructional Staff
From: Irv Boynton
Re: Tracking Procedure

The following procedure has been "unwritten". However, because some students need additional support, I feel it is necessary to state the exact procedure which we need to follow.

The following steps will be followed for students who are receiving a C- or lower grade for each 10 week marking period. All of these steps will have to take place prior to a student receiving a C- or less.

1. The instructor will talk to a student in private about his or her attitude, effort, academic difficulties and/or job readiness. If the problem does not improve, a phone call will be made to a parent and a progress report sent home.

2. If a student continues to have difficulty, the student will be referred to Richard Briggs. Richard will talk with the student, possibly placing a phone call to the parent and discussing the results of his meeting with the instructor and follow-up with a written report. Carbon copies of this report also go to the instructor, Irv and the file.

3. If the student's attitude and/or conduct continues to be negative, the instructor will bring this matter to Richard's attention and to Irv's. Irv, in turn, will talk with the student and communicate verbally and in writing to both the instructor and Richard what actions will be necessary. Possible actions are:

   a) A phone call to parent,
   b) Request for parent conference,
   c) Student Contract to be written,
   d) Verbal reprimand and warning of potential termination,
   e) Termination.

Figure 2

SWOVEC Special Needs Teaching Aide Job Description

The following is the 1986-87 job description for SWOVEC's Special Needs Teaching Aide. This individual works 186 school days with the following job responsibilities:

1. Work closely with the trade instructor(s) under the direct supervision of the Special Needs Counselor/Consultant,

2. Develop a weekly assignment sheet with the assistance of the appropriate instructor(s) and submit it to the Special Needs Counselor/Consultant (Exhibit 2),

3. Provide input to the bi-weekly reports that will be written, signed, and dated by the appropriate instructor with input from the Special Needs Teaching Aide (Exhibit 3),

4. Attend Special Needs Quarterly Review Meetings and report on each Special Needs student. Minutes of each meeting will be drafted by the Special Needs Coordinator (Exhibit 4),

5. Use the Career Center as directed by the instructor(s) or immediate supervisor. A High Tech/Career Center Aide will assist the Special Needs Teaching Aide in finding appropriate materials,

6. Assist the instructor(s) with reading/math and curriculum modification. Work closely with special needs students to render appropriate reading and math support,

7. Carry out liaison activities with Work Study Coordinators and home school special needs teachers and teacher consultants,

8. Assist in the student's scheduling, reading tests on assignments, and completing study guides,

9. Assist in providing one-to-one or group instruction for special needs students,

10. Assist in maintaining the Career Center's library,

11. Develop a working knowledge of all audio-visual equipment and computers (MOIS, Apple IIe, etc.).

12. Assist the Counselor/Consultant with:

    a) Advisory committees,
    b) Annual state licensing exams,
    c) Reading/math testing of all students,
    d) Ordering materials for the Professional Staff Library,
    e) Participating in IEP's on annual basis.

13. Assist students with tasks and provide instructional support with:

    a) Math

    - Test material and review,
    - Use of cash register and making change,
    - Measurements (ruler, micrometer, decimal equivalent, percent of fraction),
    - Computer accounting,
    - Data Processing programming.

    b) Reading

    - Vocabulary review,
    - Reading tests and study units,
    - Terminology interpretation,
    - Tape recording books and study units,
    - Preparing tutorette cards,
    - Developing program work sheets.

14. Help the Special Needs Counselor/Consultant order hardware and software for the High Tech Center.

15. Accept other responsibilities as assigned by the Special Needs Coordinator or the Counselor/Consultant.

Mandate Four: Guidance, Counseling and Career Development

The Special Needs Counselor/Consultant is visible in each of the 18 trade areas to lend support and encouragement to the entire special needs student population. All instructors submit a Bi-Weekly Report to the Special Needs Coordinator who in turn passes them along to the Special Needs Counselor/Consultant for individual tracking purposes. (See Exhibit 2.) The SN Counselor/Consultant delivers blank copies of these reports in person to each vocational instructor. Each teacher delivers the completed form in person to the Special Needs Coordinator on each of the bi-weekly paydays.

Parents are also regularly informed about their child's progress in specific vocational courses. (See Exhibit 5, the Student Progress Report, which illustrates the content of one such progress report.)

The Special Needs Counselor/Consultant has many responsibilities which directly influence the success of special Needs students. The individual who holds this position, Mr. Richard Briggs, has been heavily involved in the SWOVEC Special Needs Project for 13 years. He facilitates coordination between Center and Home School personnel, and oversees the Special Needs Teaching Aides in regard to their use of time and the interventions they use to enhance students' skill development. In addition, the Special Needs Counselor/Consultant works directly with students to provide the following guidance, counseling and career development activities:

1. Counseling

    a) Self awareness/interpersonal awareness,
    b) Vocational/career,
    c) Personal/social adjustment,
    d) Crisis.

2. Consulting

    a) With Trade Area instructors regarding students' academic or social background and successful training,

    b) With Special Education staffs and Work Study Coordinators regarding students' background, vocational training and eventual job placement,

    c) With High School Counselors regarding Disadvantaged students' background, vocational choice and training,

    d) With the SWOVEC Job Placement Specialist in regard to job placement of disadvantaged students,

    e) With IEPC's regarding any student's needs or concerns,

    f) With families regarding vocational training and personal/social family/factors in career development,

    g) With parent conference groups or staffings regarding students' progress,

    h) With administrators regarding Special Needs programming that enhances the students' success,

    i) With Vocational Advisory Committees on ways to improve Special Needs programming,

    j) With interest groups, such as MACLD, OCWSA, MOSNA regarding Special Needs programming efforts.

3. Coordination

    a) Track student progress during training by keeping records of attendance and grades and by making regular visits to each trade area.

    b) Recruit and schedule handicapped and disadvantaged students according to administrative policy.

    c) Keep accurate student records that document counseling, support services, parent contacts and vocational training.

Mandate Five: Counseling for Transition

Toward the end of their training at SWOVEC, handicapped and other special needs students receive counseling services to help them make a smooth transition to post-school employment and/or career opportunities. The following are a few of those activities:

1. The Job Placement Specialist conducts seminars for all second semester senior students.

2. The Automated Office instructor conducts a Pre-Employment Unit.

3. The Special Needs Counselor/Consultant conducts an Exit Orientation for each senior special needs student before he or she leaves the Center. This Exit Orientation addresses such topics as future training, future employment, and additional assistance which they may request from SWOVEC.

4. The Work Study Coordinators from the seven feeder school districts also conduct a follow up Exit Orientation for these seniors. It addresses such topics as job placement and/or further training. Michigan's Special Education Rules also require a one year follow up: "The follow-up system shall include a procedure used for determining the school-community adjustments of handicapped persons for at least one year following termination of their Special Education programs and services." Rule 340.1832 Part 1 Section 1.5 (3).

Mandate Six: Equal Access

Listed below are the 18 trade areas with the number and percent of handicapped students enrolled in each:

		1985-1986			1986-1987	
	Total	Handicapped	%	Total	Handicapped	%
Architectural Drafting	57	4	7	36	4	11
Auto Body	61	16	26	54	19	35
Auto Mechanics	62	10	16	51	7	14
Automated Office	45	3	7	44	2	5
Cosmetology	71	10	14	73	9	12
Data Processing	62	9	15	62	8	13
Dental Office Assisting	38	0	0	34	2	6
Diesel Mechanics	67	11	16	52	13	25
Electronics	42	5	12	44	6	14
Engineering Design	36	5	14	38	5	13
Floral	68	12	18	60	13	22
Food Service	88	27	31	79	26	33
Greenhouse/Landscaping	36	14	39	39	7	18
Machine Trades	41	15	37	36	15	42
Medical	60	6	10	50	3	6
Modern Printing	37	4	11	30	7	23
Visual Merchandising	44	4	9	43	7	16
Welding	39	8	21	39	14	36

Mandate Seven: Least Restrictive Environment

SWOVEC has been totally cooperative with each of the seven feeder school districts and their Special Education Departments. The necessary adaptive equipment and supportive help is provided for each handicapped student. This includes readers, interpreters, equipment for the visually impaired, and textbooks on tape. Even though most of this adaptive equipment and support help is identified through the IEPC, the SWOVEC instructors also identify additional equipment and/or support help that may be necessary if it has been inadvertently overlooked prior to the student's placement at SWOVEC.

The Work Study Coordinators from the seven feeder school districts evaluate the adaptive equipment and/or support help that has been provided for their students. If modifications are required during the school year for any handicapped student, the Work Study Coordinators express that need and reconvene an IEPC if necessary.

Mandate Eight: Vocational Education/Special Education Coordination

Under the guidance of Dr. Gretchen Thams, Oakland Intermediate School District has coordinated a study group for the past seven years. This study group is comprised of vocational education and special education representatives from 28 school districts. It's purpose is to bring about a marriage of these two specialties in order to provide more realistic vocational education to special education students. SWOVEC has been represented in this study group for a number of years and has directly applied many of its recommendations.

The Principal of SWOVEC, Mr. John Xenos, conducts a monthly Vocational Education Director's meeting at the Vocational Center. Two out of the seven Vocational Education Directors are also Special Education Directors. On an average of every other month, Mr. Xenos invites the Special Needs Coordinator to these meetings to discuss issues. This gives the Vocational Education Directors an opportunity to work more closely with special education students.

The Special Needs Counselor/Consultant and individual SWOVEC instructors participate in IEPC meetings. The Work Study Coordinators are automatically involved in their respective IEPC meetings. Each special education student has a corresponding Work Study Coordinator from the feeder school districts representing him or her. Each Work Study Coordinator visits the Vocational Center on a weekly basis and exchanges academic support materials between the Vocational Center staff and their home high school staff. In addition, the Work Study Coordinators ensure that each student placed on a job receives appropriate training and a constructive performance evaluation. (Exhibits 6 and 7 illustrate the work experience training agreement and the performance evaluation respectively.)

Evidence of the Project's Effectiveness

Students' Performance While in School

Grades Received by Handicapped Students in Vocational Classes

	1985-1986		1986-1987	
	Semester 1	Semester 2	Semester 1	Semester 2
A	9	15	16	17
B	41	43	58	53
C	90	67	73	72
D	14	18	18	9
E	1	5	4	1
G	12	3	3	1

Percent of grades that were C or above

1985-1986	
Semester 1	84%
Semester 2	83%

Post School Status of Former Students

Status	Number of former students	
	1985-1986	1986-1987 (estimate)
Competitive employment 35 hrs/wk or more	23	27
Competitive employment less than 35 hrs/wk	13	15
Enrolled in vocational technical institute	16	15
Enrolled in community/junior college	6	8
Unemployed	7	5
Unknown	1	2
Homemaker	1	2

State law assigns the Special Education Departments from the seven feeder school districts responsibility for placing handicapped students on jobs, and following them for a minimum of one year. However, the Job Placement Specialist at SWOVEC confers with all SWOVEC students regarding job placement.

Additional Information

The following information is based on interviews and written material obtained by VSC staff during a site visit to SWOVEC during the Spring of 1987.

Key Factors That Make the Career Opportunities Program for Special Needs Students Effective

Special Needs Coordinator

1. There are no prerequisites for entry level programs/courses except typing where applicable.

2. All Special Needs Teaching Aides report to the Special Needs Counselor/ Consultant, not to individual instructors.

3. Liaison staff from home schools come to SWOVEC on a weekly basis.

4. Vocational instructors are willing to take a chance on certain students due to the presence of the support team and the availability of background information on each student.

5. The Special Needs Coordinator position is coupled with an Assistant Principal position.

6. Applicants for any instructor openings are told they will have handicapped students in their classes, and asked how they feel about that.

7. To facilitate the quarterly review staffings for special needs students, the principal hires a floating substitute to allow instructional staff to participate in these meetings.

8. The Special Needs Counselor/Consultant provides a great deal of informal inservice training to both aides and instructors.

9. The "Positive Strokes Program" is effective. For students demonstrating progress and good effort, the instructor writes a note to that effect, gives it to the Special Needs Program Coordinator who in turn praises the student and tells their parents.

10. The Principal gives the Special Needs Coordinator much support and latitude to tailor the program to meet individual student's needs. "Success is due to the Principal's support and endorsement, and good communication."

Special Needs Counselor/Consultant

1. A one day orientation/tour is held for all handicapped individuals who are interested in enrolling. They have an opportunity to audit classes during this time.

2. The paraprofessional aide can overtly work with non special needs students, as allowed by Michigan Department of Public Instruction, using the rationale that this will free the instructor's time to work more closely with the special needs students. This eliminates or prevents a potential problem of harassment from non special needs students who experience difficulty succeeding without occasional one to one assistance.

3. SWOVEC recognizes a "student of the month" from each program. Their pictures are displayed on the bulletin board in the snack room. Selection criteria include perfect attendance and a demonstrated high level of effort.

4. The Special Needs Counselor/Consultant visits each program daily if at all possible, in addition to monitoring each aide's weekly schedule and following up on data in the Bi-Weekly Progress Reports.

5. Teachers participate in hiring new aides.

6. Support staff ask not only "Are the students' grades ok?" but also "Can the student go to work after leaving here, and if not, why not, and what can we do?"

Special Needs Teacher Aide

1. Aides work directly in the vocational classes, rather than in a resource room setting.

2. Aides do not report directly to instructors. Previously, when they were supervised only by instructors, the teachers tried to "steal" the aides from each other.

Principal

1. Irv's effort as coordinator and director of the program is a crucial factor. "He believes in it, puts in the time needed, and pays attention to details."

2. Staff were selected carefully and were developed to suit the needs of the program. Otherwise they were replaced.

3. SWOVEC staff cooperate with the staff from high schools served by the Vocational Center.

4. Staff have an issue focus rather than a personality focus.

The Work Study Coordinator's Perspective

Work Study Coordinator, Farmington School District

Rose Galvin has been a Work Study Coordinator for 13 years. She had previously been a special education teacher. She is a member of the state Work Study

Coordinators Association, which started in this county in 1975. Farmington assesses all special education students by tenth grade. The district previously used the GATB, but now uses the HESTER. Rose and the other Work Study Coordinator, Basel Meyers, conduct this assessment. They refer to themselves as "vocational consultants". The 1986-87 school year was the first in which they used the HESTER. Testing is done during the first semester. During the second semester Rose and Basel talk with each student about what he or she wants, what the test results mean, and the types of programs available in the high school, at SWOVEC or in the community. If a student wants to enter a building trades program, he or she could enroll at Southeast Oakland Vocational Education Center, Royal Oak, if he or she could get there without assistance from the school system. A student could also enroll in a community program designed specifically for that student (e.g. food service). SWOVEC has limited space in its food service program, so Farmington prioritizes the kids who want it in terms of their training needs, socialization needs, and likely need for support from staff. Those needing the most help are sent to SWOVEC. The most independent go to community sites, such as Wendys, Holiday Inn or McDonalds. An individual contract between the school and the business is set up. In one case, a student (EI) was placed with a veterinarian to train as a veterinary assistant.

Rose also develops potential employers. Then she and the employer design a curriculum for that student. The Work Study Coordinator then develops a checksheet based on this curriculum to use in the evaluation process. Rose works with students from all disability areas. Rose meets weekly with students and staff in SWOVEC. She walks into classes in order to see informally how the student is doing. If there is a problem, she will meet more formally and intensely with staff. She meets directly with students at least once per month. Richard Briggs keeps her informed. Rose also talks with the aides regarding the details of what students are doing.

SWOVEC teachers and aides put materials together for the home school special education teachers so they can also work with students on skills needed at SWOVEC. Rose has an office and mailbox at SWOVEC. Richard documents what he does and gives a copy to Rose.

Rose keeps a weekly comment sheet on all students at SWOVEC, gets it typed, and sends copies to all home school teachers. When special education students progress to the work study stage of their vocational preparation, Rose sets up work study sites for them. SEOVEC also has a "six weeks early release" arrangement. This allows certain students to work for six weeks, two and one half hours per day, instead of being at SWOVEC. This possibility starts in early May. After one year at SWOVEC, a student could come to Rose and ask for a senior year of work study. It takes 285 hours of work study to earn one credit. The student could work after school for additional credit.

After the Farmington school district has established a contract with an employer, Rose meets every two-three weeks with the student and the employer. The school carries liability insurance coverage for work study students.

Rose's key role is job placement. Students, even after graduating, come to her for help. She helps by referring them to jobs, to vocational rehabilitation, or to other agencies.

The Work Study Coordinators Association meets monthly. The chairperson role rotates. The group gave an award on May 28, 1987 to an automechanics teacher for going far beyond the call of duty with special education students. This award will be an annual event. Officially, Rose has 25 students assigned to her. She will work with any who need help. She assesses about 70 tenth graders using the HESTER, and interprets the results to them.

Technical Assistance Available

For information on the availability and cost of technical assistance, write or call:

Irvin Boynton
Special Needs program Coordinator
Southwest Oakland Vocational Education Center
1000 Beck Road
Wixom, MI 48096
(313) 624-6000

EXHIBIT 1

Student Contract

January 14, 1987

Mike____
Food Service/AM
Walled Lake Western/11th

On Thursday, January 8, 1987 a parent teacher conference was held by telephone between Mr.____ and Mr. Robert Kerr, Food Service instructor. The purpose of the conference was to discuss the poor test score that Mike received on his final exam, his poor lab performance and lack of enthusiasm.

After much dialog relative to Mike's potential to succeed, it was determined that a contract would be written as a last chance measure with the following stipulations:

1. Mr. Kerr will talk with Mike to explain the contract and its purpose.
2. Mike will stay within the attendance policy at SWOVEC.
3. All test scores will be 70% or better.
4. Mid-term and final exam scores will be 70% or better.
5. Mike will be in complete uniform daily: whites and hat.
6. Mike will show more enthusiasm in his lab performance.
7. Mike will listen to and follow directions.

The above contract is being written on Mike because he has the potential to be successful if he so desires. If he should default on this contract, he must understand that he will be removing himself from SWOVEC and will not earn his credit. It is the desire of all parties involved to see Mike achieve success.

Mike____, Student	Date	Mr. Richard Briggs Counselor/Consultant	Date
Mr. John____ Parent	Date	Mr. George Stefanou Counselor, Walled Lake Western	Date
Mr. Robert Kerr Foods Instructor	Date	Mr. Irv Boynton Assistant Principal, SWOVEC	Date

EXHIBIT 2

WEEKLY ASSIGNMENT SHEET

Cosmetology	1st yr. AM	2nd yr. AM	1st yr. PM	2nd yr. PM	Ext. Day	Ext. Day	Meeting
9/29/86 Monday	8:00-9:15 Worked with students on pin curls & theory hair structure	9:15-10:30 Worked with students on clinic - theory Nail disorders	11:30-12:45 Worked in classroom C-shaping and pincurls	12:45-2:00 Worked on clinic helping students with perms & hair coloring			
9/30/86 Tuesday	8:00-9:15 Helped students with hair structure and finger waving	9:15-10:30 Took notes on nail disorders and worked with students on clinic	11:30-12:45 Gave review in small groups on hair structure	12:45-2:00 Worked with students working on patrons on clinic	2:00-3:00 Worked with small groups of 1st year AM & PM students	3:00-4:00 Worked on clinic with 2nd yr. AM - Taped notes and word list on nail disorders for 2nd yr. PM students	
10/1/86 Wednesday	8:00-9:15 Took notes on hair structure. Tape notes and word list. Helped with pin curling	9:15-10:30 Helped students working on patrons and mannequins on clinic.	11:30-12:45 Helped students study notes and word list on hair structure, worked on pincurls.	12:45-2:00 Helped students working on patrons and mannequins on clinic	2:00-3:00 Took 3 small groups to study for hair structure test	3:00-4:00 Took 2 groups to review nail disorder and public acts. Helped students on clinic.	
10/2/86 Thursday	8:00-9:15 Review hair structure 3 groups of 4 students	9:15-10:30 Helped students on clinic with patrons and mannequins.	11:30-12:45 Review hair structure, 2 groups of 5 students	12:45-2:00 Helped on clinic with patrons & mannequins.	2:00-3:00 Review public acts. Helped students on clinic.	2:00-3:00 Helped student on clinic and in classroom with practical	
10/3/86 Friday	8:00-9:15 Gave review on hair structure	9:15-10:30 Helped students working on patrons	11:30-12:45 Gave review on hair structure	12:45-2:00 Helped students in clinic	2:00-3:00	2:00-3:00	10:30-11:30 S.N.T.A. Staff Meeting

EXHIBIT 2, contd.

Teaching Aide		PM Data Proc AM	Data Proc Ex	AM Elec. PM	AM Print PM	AM Hi-Tech PM	Meetings
Monday 03/30/87	AM	COBOL, debugging attendance			Graphics development demonstration		
	PM	COBOL, debugging	Machine maintenance and removal.	Study habits and their development	Typesetting	Authoring systems courseware	
Tuesday 03/31/87	AM	COBOL and debugging		Basic electricity comprehension	Attendance, returning returning students audit		
	PM	COBOL debugging, assist "SUB"	Assist "SUB" Computer hardware				Computer hacking and problems caused
Wednesday 04/01/87	AM	COBOL debugging		Ocilliscope operation	Student progress		
	PM	COBOL debugging, hardware problems	Hardware duplication	Parallel circuits	Parallel circuits. Student progress, attendance.		Robot repair discussion
Thursday 04/02/87	AM	COBOL, repair diskettes		Resume construction	"PMT" development		
	PM	Repair diskettes	COBOL, repair diskettes	Parallel circuits	"PMT" development		
Friday 04/03/87	AM	Multi-Mate diskette creation		Laser application	Open house preparation	Open house preparation	Special needs video presentation
	PM		Hardware study			Open house preparation	Special dinner School video presentation

SN Teaching Aide		Foods March 23-27		
Monday 23	Book Work & Filmstrip		Read list to Lee ________ Book Work & Filmstrips	Lab - All Students
Tuesday 24	Reading test		Walter - dining	Worksheet for meat prep -

EXHIBIT 2, contd.

SN Teaching Aide	Floral AM	Greenhouse	Greenhouse	Floral PM	Extended Day Floral	Meetings
March 16 Monday	Filling out order forms	Planting Impatiens Watering Geraniums	Planting Impatiens Watering Geraniums Planting Perennials	Cleaning Filling out order forms	Computers at the Career Center	10:30-11:15 Mr. Boynton, Mrs. Guzzio
March 17 Tuesday	Filling out order forms	Planting seedlings Planting Perennials Cleaning garage Watering Geraniums	Planting seedlings. Planting Perennials Watering Geraniums	Filling out order forms	Plant ID arrangements for St. Patrick's Day in a Potato	
March 18 Wednesday	GATB Testing	GATB Testing	Watered Geraniums Planting seedlings	Silk flower arrangements	Plant ID Review arrangements	
March 19 Thursday	Arrangements	Watering and Disbudding Geraniums Planting seedlings	Watering and Disbudding Geraniums Planting seedlings	Arrangements Cleaning	Plant ID Basket arrangements	
March 20 Friday	Arrangements	Watering & Disbudding Geraniums Planting seedlings	Watering & Disbudding Geraniums Planting seedlings	Arrangements Cleaning Conditioning flowers	Plant ID Silk Wedding Clean	

EXHIBIT 2, contd.

	Medical AM & PM	Dental AM & PM	Automated Office AM & PM	Medical Ext. Day	Misc.
3/16/87 Monday	8:00-9:30 Career Room with review and testing.	9:30-10:00 Classroom	10:00-10:30 Classroom	2:10-3:30 Classroom Makeup Tests	
	11:30-12:00 Career Room with review and testing	1:30-2:00 Classroom	12:30-1:30 Classroom Misc. Review		
3/17/87 Tuesday	8:00-9:00 Career Room makeup tests	9:00-9:45 Classroom review of Bus. Administration	9:45-10:30 Classroom Misc.	2:10-3:30 Classroom Makeup Tests	
	11:30-12:30 Classroom review of terms	12:30-1:00 Classroom Bus. Adm.	1:00-2:00 Classroom Misc. help		
3/18/87 Wednesday	9:00-9:30 Classroom	8:00-9:00 Classroom	9:30-10:30 Career Room Computer Literacy	2:10-3:30 Classroom Makeup Tests	11:30-12:00 PM Session GATB Testing in Agon Room
			12:00-1:00 Career Room with Class Computer Literacy		
3/19/87 Thursday	10:00-10:30 Classroom	8:00-9:15 Review for Bus. Adm. Test	9:15-10:00 Classroom Bus. Terms	2:10-3:30 Classroom Term Review	
	12:15-1:15 Classroom	11:30-12:15 Review for Bus. Adm. Test	1:15-2:00 Bus. Term Review - Commons Area		
3/20/87 Friday	8:00-10:00 Career Room Review & Testing	Worked with two students in Career Room	10:00-10:30 Classroom	2:10-3:30 Classroom Review of Testing. Terms 24 urinary system.	1:15-2:00 Career Room with makeup testing
	11:30-12:30 Review in Career Room	Not needed	12:30-1:15 Classroom Misc.		

EXHIBIT 2, contd.

SN Teaching Aide

4/6/87 Monday	AM Welding Work with ________ to start him in arc welding	AM Mach. work with __________ on lathe procedures	PM Welding Helped students with their qualif._tests	PM Mach. Supervise students on different projects
4/7/87 Tuesday	Work with _________ on arc welding	Quarterly meeting Work with _____ & _______	Quarterly meeting Work with ______ on overhead arc	Work with __________ to grind a tool bit
4/8/87 Wednesday	Work on qualif. tests with students	_________ on decimal equiv.	Work on qualif. tests with students	Work with __________ on boring operation and look for ___________
4/9/87 Thursday	Work with _______ on arc welding. Repair arc welder	___________ on decimal equiv and supervise shop	Work with __________ and _______ on their qualif. tests	I was in Welding for all of the PM
Friday	NO SCHOOL HURRAY!!			

EXHIBIT 3

Bi-Weekly Report

Date: September 26, 1986

To: (Individual copies to all instructors)

From: Irv Boynton, Special Needs Coordinator

Subject: COPS Bi-Weekly Reports

In order to comply with the Carl Perkins Act as maintain an excellent tracking mechanism for our students, we will once again use the Bi-Weekly Reports. As in the past, on payroll day, Richard Briggs will be hand-delivering the attached Bi-Weekly Report which will have all of the names of your students and sessions pre-typed on them. During the following week prior to payday, I want you to complete the form relative to each student. Please note that any negative mark should be followed with a corresponding comment. The comment section may still be used over and above responding to any negative remarks. You may also use the reverse side of the page if additional space is needed.

On each payday (see dates listed below) I want you to bring the completed forms to my office and place them in the traditional wire basket. I will take the reports home on that weekend and submit them to Richard Briggs the following Monday. Last year was one of our best years as far as instructors turning these reports in on time, and for that good cooperation let me express my thanks. This information obviously is confidential and will be utilized here at SWOVEC only!

It would be very helpful if you could touch base with me on any of the dates listed below that you will not be able to turn your reports in on time. I am also asking that each instructor sign and date the Bi-Weekly report on the day that it is handed in. If there are any questions regarding this information or the reporting procedure, please feel free to touch base with me.

Due Dates

October 10th
October 24th
November 6th (Thursday)
November 21st
December 5th
December 19th
January 16th
February 13th
February 27th
March 13th
March 27th
April 10th
May 8th
May 22nd

EXHIBIT 3, contd.

WELDING

WEEK OF ______________________

Student Name	Session	Lab	Academic	Class Attitude	Attn	Comments

+ = Good Progress
X = Satisfactory
- = Need Special

Comments = Suggestions for improvement, requests for support and specific information about the student's progress.

+ or X need not be commented upon, optional
- Should be commented upon.

______________________ Instructor

__________ Date

______________________ SN TEACHING AIDE

EXHIBIT 3, contd.

DIESEL PM — Week of Sept. 29th to Oct. 10, 1986

Bi-Weekly Report

Student Name	Session	Lab	Academic	Class	Work & Attitude	Attn	Comments
Walter A. W.B.	15 2 11	-	extremely poor		X	-2	Can't read even when Paul reads the exams - he failed "E" (below 50%) retakes after study of old exams are E's. Good kid really needs 100% help.
Neil Lake	15 2 12	-	-		X	-1	Failed last two exams (E's). He needs help studying for exams and doing shop-lab P.O.'s. Good attitude.
Steven Milf	15 2 11	-	-		X	0	He is doing "D" work. Needs help on retaking exams. Also, getting shop lab P.O.'s done. Tries very hard in lab to learn manual skills.
Jerry Clar	15 2 11	-	-		X	-2	Same
John	18 2	X	X		X	0	
John Milf	15 2 12	-	-		X	0	Needs work study sheets - homework. Needs help with P.O.'s in shop-lab. Also - has to retake an exam.

+ = Good Progress
X = Satisfactory
- = Need Special

Comments = Suggestions for improvement, requests for support and specific information about the student's progress.

+ or X need not be commented upon, optional
- should be commented upon.

EXHIBIT 4

Quarterly Review Meetings

Date: October 23, 1986

To:
Cindy Briggs
Sherry Champlin
Roger Enyart
Debra Gaunt
Diane Gliniecki
Jean Goins
Marge Guzzio
Heather Hill
Brad Houghton
Richard Houghton
Marie Jackson
Sally Jones
Bob Kerr
Mike Klier
Jane Kozerski
Cal Linn
Larry Mitich
Carl Monroe
Jean Mullins
Lynn Myers
Gail Nastally
Vicki Paulson
Barbara Poling
Buck Rado
Ed Ryne
Fred Schelter
Bill Scrimger
Carol Smith
Paul Stachowiak
Paul Terzano

From: Irv Boynton

Re: Quarterly Review SN Staffings

As you see by the schedule below, our Quarterly Review for Special Needs staffings is similar to last year. In order to expedite these required meetings, I will be hire a floating substitute for Monday, November 3 and Monday, November 10. The instructor, the appropriate SNTA, Mr. Briggs and I will be meet in the Conference Room. The times which have been established are approximate. Some meetings may take twenty minutes, while others may take thirty-five minutes.

The procedure is simple. When the floating substitute arrives in your program, you report to the Conference Room for your staffing. Each instructor should bring his or her files on any Special needs student who has been encountering difficulty during the first marking period.

This process will require a degree of flexibility on every individual's part. This approach should enable us to deal with these meetings in a most timely fashion.

Monday, November 3

8:00 - Greenhouse/Landscaping
8:30 - Modern Printing
9:00 - Visual Merchandising
9:30 - Architecture
10:00 - Engineering Design
11:30 - Floral AM/PM
12:00 - DOA
1:00 - TOPS
1:30 - Electronics
2:00 - ED Floral
2:30 - ED MOA

Monday, November 10

8:00 - Data Processing
8:30 - Auto Mechanics
9:00 - Diesel Mechanics
9:30 - Auto Body
11:30 - Welding
12:00 - Food Service
1:00 - Cosmetology (Marie/Jean)
1:30 - Cosmetology (Gail/Jane)

EXHIBIT 5

Student Progress Report to Parents

Western High School
600 Beck Road
Walled Lake, Michigan 48088
624-6710

SWOVEC
1000 Beck Road
Wixom, Michigan 48096
624-6000

____
STUDENT'S LAST NAME   FIRST NAME   GRADE   DATE

is doing ____Outstanding work ____Unsatisfactory work
____Satisfactory work ____Failing work in______________
SUBJECT

I have indicated below some of the reasons for the above judgment:

____Completes assigned work on time
____Contributes enthusiastically in class
____Attendance is regular and consistent
____Does more than the minimum requirements
____Seeks teacher assistance as needed
____Has good study and work habits
____Uses equipment properly and safety
____Adjusts well to a variety of classroom situations
____Uses time in class to best advantage
____is aware of other needs
____is able to make wise choices and decisions

____Is absent from class too often
____Does not pay attention in class
____Has not made up work missed
____Neglects to complete homework
____Does not participate in class
____Behavior disrupts classroom procedures
____Is not working up to capacity
____Shows a poor attitude
____Does not use equipment properly or safely
____Does not concentrate long enough to complete a task well

ADDITIONAL COMMENTS:

____If you would like a conference, I would be happy to meet with you at school.

____If you would like to discuss this by phone, I will be glad to return your call.

____I would appreciate your making an appointment to meet with me at school.

Please call the school secretary at least a day in advance for conferences or returned phone calls.
(My conference period is from ____ to ____ daily.)

____
(Teacher's signature)

You may enter comments below and on the back and return to me if you wish.

Parent Comments:____

EXHIBIT 6

SOUTHWEST OAKLAND VOCATIONAL EDUCATION CENTER
1000 Beck Road
Wixom, Michigan 48096
(313) 624-6000

Externship______
Six Week Release______
Short Term Release______

WORK EXPERIENCE TRAINING AGREEMENT

Firm ______
Street ______
City ______ Zip ______
Supervisor ______
Phone ______
Job Title ______
Max. Work Hrs./Wk. ______
Date Employment Begins ______
Date Employment Ends ______
Worker's Compensation Insurance Carrier: ______

Student ______
Street ______
City ______ Zip ______
Phone ______ Birthdate ______
Grade ______ Age ______ Male ☐ Female ☐
Social Security # ______
Driver's Lic. # ______
Program ______ Home School ______
Occupational Goal ______
Wage ______ Conf. Day ______ Time ______
Work Schedule: From ______ To ______

JOB ACTIVITIES

INSTRUCTOR'S RESPONSIBILITIES

Certify that the student has received proper safety instruction for the job activities.

Certify that the student has received proper skill instruction for the job activities.

Maintain a file containing the weekly activity sheets and training agreement. Placement office must be notified of failure of student to report or turn in required work.

Instructor ______ Date ______

STUDENT'S RESPONSIBILITIES:

1. Abide by the regulations and policies of the employer.
2. Perform all work activities assigned by the work supervisor unless they are dangerous in nature or you have not received safety instructions.
3. Wear safety equipment when required.
4. Maintain a neat and clean appearance.
5. Provide your own transportation.
6. Complete the Weekly Activity Reports and turn in to your instructor.
7. Telephone your coordinator or instructor and work site coordinator if there are problems at your work site or if you cannot get to work on time or must be absent.
8. Meet with your instructor or coordinator when scheduled.
9. Work experience will account for a portion of your grade.

EMPLOYER'S RESPONSIBILITIES:

1. Provide safety instruction on equipment the student is using.
2. Provide proper supervision of the student in training.
3. Maintain an attendance record of the student.
4. Complete the Student Evaluation Form and return to the Placement Office when required.
5. Keep a copy of the Work Experience Training Agreement on file.
6. Sign the Weekly Activity Reports, verifying the attendance and work activities.
7. Provide the broadest occupational training experience in keeping with the job activities listed.

The employment of the student shall conform to all Federal, State and Local laws and regulations and provide training opportunities without regard to race, color, national origin, sex or handicap. The student will not displace any regularly employed worker and be considered as an "Employee-In-Training".

This training agreement shall not be interrupted without prior consultation between the student, employer and coordinator to insure that student will be accounted for at all times.

Approval Signatures

All parties agree that the primary goal of the Work Experience Program is to provide the student with a learning environment beyond the classroom.

Student ______ Date ______ Employer ______ Date ______

Parent ______ Date ______ Placement ______ Date ______

Home School ______

WHITE - Placement YELLOW - Employer PINK - Student GOLDENROD - Instructor

EXHIBIT 7

Southwest Oakland Vocational Education Center
1000 Beck Road
Wixom, Michigan 48096
(313) 624-6000

Externship ____________
Six Week Release ____________
Short Term Release ____________

WORK EXPERIENCE PERFORMANCE EVALUATION

Student________________________________ Program__________________ Date__________

Employer ________________________________ Job Description ______________________

Days absent ______ tardy ______ Evaluation Dates: From:__________________

Hours working per week ______ To: __________________

Your honest evaluation of the student's performance will be appreciated. Please base your evaluation in relation to **your expectations of a new employee of your firm.**

	Always	Most of the Time	Acceptable	Needs Improvement	Not Rated
Personal Relations					
Recognizes and respects authority					
Communicates well on the job					
Relates well with other employees, customers, etc.					
Dresses and grooms to meet employer satisfaction					
Work Habits					
Notifies in advance if absent or late					
Maintains good attendance					
Follows written and/or verbal instructions					
Follows suggestions at work					
Observes safety regulations					
Observes company rules and regulations					
Has skills needed to complete work					
Maintains quality of work					
Maintains quantity of work					
Completes job tasks on time					
Makes efficient use of time					
Volunteers for work when regular tasks are completed					
Shows a desire to improve & advance					
Has interest in occupation					

The student meets all **job entry level qualifications:** ______ Yes, ______ No

Overall rating of student: Excellent ____, Above Average ____, Average ____, Unsatisfactory ____

What **additional vocational training** would you recommand for the student? ____________________

Describe the student's **strengths and/or weaknesses** while working at your job site. ____________________

Was this evaluation discussed with the student? Yes______ No______

Supervisor Signature________________________________ Date______________

Placement activities shall conform to all Federal, State and Local laws and regulations and provide training opportunities without regard to race, color, national origin, sex or handicap

Copies to: **White**-Placement Office **Yellow**-Instructor
Pink-Employer **Goldenrod**-Student

48

DESIGNATED VOCATIONAL INSTRUCTION/JOB TRAINING PARTNERSHIP ACT PROGRAM

Location:	**Contact Person:**
Designated Vocational Instruction/Job Training Partnership Act Program Elk Mound High School 303 University Elk Mound, WI 54739 (715) 879-5521	Jay Silvernail, Principal Steve McCullough DVI/LD Instructor Elk Mound High School 303 University Elk Mound, WI 54739 (715) 879-5521

Background Information

Objectives

1. Provide all handicapped students with the necessary skills to obtain post high school employment or further training leading to appropriate successful employment.
2. Provide support for vocational instructors who have handicapped students in their classes.
3. Provide handicapped students in regular vocational classes with the support necessary to succeed.
4. Make all regular vocational classes accessible to handicapped students.
5. Provide a process for interdepartmental problem solving, evaluation and instructional modifications.

Key Features

Designated Vocational Instructor. Vocational education for the handicapped is a cooperative effort at Elk Mound High School. Staff who work cooperatively include administrators, vocational, guidance and special education personnel. Elk Mound has been part of the Wisconsin Department of Public Instruction's Designated Vocational Instructor (DVI) pilot project since 1982. Since adapting the DVI program, the high school has received very positive evaluations from the Department of Public Instruction and most importantly from parents and students.

Staff Cooperation. Staff cooperation is excellent. All staff assume that handicapped students will be participants in mainstream classes. Methods of instructional support for individual handicapped students would be the only remaining question. This question is answered by the appropriate staff members.

Coordinated JTPA Programs. The addition of a Job Training Partnership Act program resulted in more instruction in job/career topics. It enabled staff to coordinate community resources in the areas of work and on the job training. An additional staff person also made it possible to reach eligible regular education students with increased vocational education. The Elk Mound High School DVI program allows the staff to reach students who are not in handicapped programs, yet need extra attention.

Individual Educational Planning. Planning is based on the Individual Education Plan (IEP) and student needs. Evaluation is an ongoing process. Student performance is monitored regularly and program adjustments are made accordingly. Curriculum objectives and class outcomes are revised as needed. Post high school success is monitored and evaluated in terms of what is taught in preparatory courses at the high school.

Vocational Education Priority. Elk Mound High School believes vocational education is a paramount concern for all handicapped students as well as "regular" students.

Profile of Local Service Area

Elk Mound serves one local school district, encompassing small town and rural areas. Many parents live in the Elk Mound area but work in neighboring large cities.

The Elk Mound High School operates a swimming pool used by the students and community.

All classrooms including the special education rooms are used for a variety of purposes.

In 1985-86, 260 students in grades 9-12 attended school in the district. Total district enrollment is approximately 800.

Staff Assigned to Project

Director

The director has been in the field 20 years, and in his current position for three years. He has a Bachelor's degree in industry, and Master's degrees in industrial education and administration.

Counselor - 20%

The counselor has 16 years experience in the field, 15 of which have been in his current position. He has a Master's degree.

Teacher - 75%

The teacher has spent 22 years in the field, all of which were in her present position. She has a Bachelor's degree and business education.

Home Economics Teacher - 30%

The home economics teacher has been in the field 15 years, 10 of which have been in her current position. She has a Master's degree in home economics education.

Educable Mentally Retarded Teacher/Designated Vocational Instructor (DVI) - 90%

She has been in the field and in her current position for three and one half years. She has a Bachelor's degree in mental retardation, K-12 certification, and elementary education.

Job Training Partnership Act Practitioner - 50%

The Job Training Partnership Act practitioner has three years experience in the field, and has been in her current position for one year. She has a Bachelor's degree in home economics education, 6-12 certification.

Designated Vocational Instructor/Learning Disabled Teacher - 70%

The Designated Vocational Instructor/learning disabled teacher has eight years experience in the field, half of which have been in his present postion. He has a Bachelor's degree in mental retardation and a Master's degree in learning disabilities.

Emotionally Disturbed/Behaviorally Disturbed Teacher - 45%

She has 13 years of experience in the field, with four years in her current position. She has a Bachelor's degree in elementary education, N-6, and a Master's degree in special education with a focus on EMR, TMR, Pro Serv., LD, and ED. Her certification is 1-12.

Industrial Arts Teacher - 50%

The industrial arts teacher has been in the field five and one half years, and in his current position for four years. He has Bachelor's degrees in industrial arts and drivers' education.

Industrial Arts Education, Drivers' Education Instructor - 28%

The industrial arts education, drivers' education instructor has five years experience in the field, all in his current position. He has a Bachelor's degree in industrial arts and safety, and has graduate school credits.

Vocational Agriculture Instructor - 20%

The vocational agriculture instructor has eight years experience in the field, all of which have been in his current position. He has a Bachelor's degree in vocational agriculture and 14 graduate school credits.

Emotionally Disturbed Aide - 30-40+%

The emotionally disturbed aide has three years experience in the field, all in his current position. He has an Emotionally Disturbed Aide Certificate.

Financial Data

	1985-1986	1986-1987	1987-1988
PL 98-524 10% handicapped setaside	$ 534	$ 700	$ 1,557
PL 98-524 22% disadvantaged setaside	1,275	1,500	1,603
PL 98-524 43% program improvement funds	69.61		
PL 94-142 "flow-through" funds	18,000	18,000	18,000
Job Training Partnership Act funds	723	1,200	4,929
State funds	1,300	1,450	1,500
Local funds	1,300	1,450	1,500
TOTALS	$23,201.61	$24,300	$29,089

The Cooperative Educational Services Agency (CESA) serving the Elk Mound District submits the proposal to the Private Industry Council (PIC) for JTPA funds for all schools in that CESA. After program review, funds are distributed by county allocation. The Perkins Program was started through JTPA Title II funding.

Perkins funds are coordinated with the At Risk school plan using Designated Vocational Instructors, special education staff and state training funds. Perkins funds initiated career education and curricula changes. The goal of increased mainstreaming of special needs students was achieved through Perkins funds.

Examples of how the 10% handicapped setasides were used in 1985-1986

These funds were used to purchase career guidance materials.

Examples of how the 10% handicapped setasides were used in 1986-1987

1. This money funded 25% of DVI staff salary and fringe benefits.

2. These funds provided teacher stipends to agriculture, technology, business education instructors and special education teachers. These stipends purchased staff time to articulate goals and plan programs.

Examples of how the 10% handicapped setasides were used in 1987-1988

1. Home economics and business education instructors will receive extended contracts to work on competency certificates.

2. Competencies will be utilized to develop individualized instruction packages.

3. Expand capabilities to include basic skill assessment and IEEP development process.

4. Purchase hardware and software systems for expansion.

5. Attend Special Needs Workshops.

Number of Special Education Students Served

Total number of special education students in grades 9-12 (unduplicated count)

	1985-1986	1986-1987	1987-1988
Mildly Mentally Retarded	8	6	9
Learning Disabled	25	16	17
Moderate/Severely Mentally Retarded	2		
Seriously Emotionally Disturbed	6	12	10
TOTAL SPECIAL EDUCATION STUDENTS	41	34	36

Number of special education students served by this project (unduplicated count)

	1985-1986	1986-1987	1987-1988
Mildly Mentally Retarded	11	6	9
Learning Disabled	32	22	17
Seriously Emotionally Disturbed	6	6	10
TOTAL SERVED BY THIS PROJECT	39	34	36

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986	1986-1987
8	7	8
9	13	2
10	8	10
11	6	6
12	14	8

Estimated number of special education students served who also received assistance from ancillary agencies

Number of Students		Agency
1985-1986	1986-1987	
7	5	State/Federal Vocational Rehabilitation Program
8 (est.)	15 (est.)	Job Service
25	16	JTPA funded program
1	2 (est.)	Social Security Administration (SSI, SSDI)

Total number of vocational education courses completed by students served through this project.

	1985-1986			1986-1987		
	Sem. 1	Sem. 2	Year Long	Sem. 1	Sem. 2	Year Long
Agricultural Education	18		2	14	7	4
Business/Office Education	14		3	10	10	10
Consumer and Homemaking Education	11			24	12	
Industrial/Technology Education	33			25	16	3
Drivers' Education	5			5	3	

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

Parents and students are informed of program options through the school newsletter, Individual Education Plan (IEP) conferences and parent teacher conferences. Informal meetings are also held when students begin their seventh grade year. At these meetings administrative and guidance staff explain to students and parents the program options available.

Evaluation of the program information provided is based on the numbers of handicapped female and male students enrolled in vocational classes. DVI staff provide individual attention and follow up for exceptional educational need students. IEP goals are also used to evaluate the impact of the information provided.

Mandate Two: Assessment

Handicapped students receive early and on-going evaluations while enrolled in vocational education courses. Every attempt is made to assure vocational assessment in a competitive mainstreamed manner. Students participating in junior high level courses are observed by special and vocational staff with regard to their work related behaviors and the skills they attain that relate to class objectives. This information is used in conjunction with other assessment data in determining appropriate growth oriented placement.

On site evaluations include the use of computers and commercially available software. The guidance department uses the Wisconsin Career Information System and the Occupational Outlook Handbook to provide career exploration experiences and information for both handicapped and "regular" student populations. The Armed Services Vocational Aptitude Battery (ASVAB) is periodically available to the students and has helped some handicapped students make program and career decisions.

Articulation between the vocational and special needs staff is ongoing. It takes several forms. Informal staff meetings occur frequently. Many vocational courses have been analyzed on a competency basis. (See Exhibit 1.) The checklists developed have been used to preview, review and evaluate individual students' program placement and progress. Designated Vocational Instruction staff target classes and monitor student attainment of class goals in person, shoulder to shoulder with the students.

A variety of special evaluations are available in the area. Elk Mound High School, the JTPA Private Industry Council, and Wisconsin Division of Vocational Rehabilitation staff refer special needs students to the following agencies:

1. Indianhead Enterprises (a Rehabilitation Facility), and the University of Wisconsin-Stout, Menomonie, for work evaluations,

2. The University of Wisconsin-Stout, for independent living skills evaluations that are usually one week in length,

3. Cooperative Education Services Agency #6 (CESA 6) Department of Special Services, for development of instructional plans, including short term objectives, evaluation criteria, methods and staff responsible.

These resources combine to give handicapped students in Elk Mound vocational classes a very high success ratio. The continued and clear articulation between administration, special education, guidance and vocational staff is the key element in assuring that evaluation results are used to enhance students' success in programs.

Mandate Three: Special Services

Elk Mound High School has been involved in the Wisconsin Department of Public Instruction's Designated Vocational Instruction (DVI) program since 1982. (See Exhibit 8.) The DVI program trains special and vocational staff in ways to work cooperatively. The model provides support for instructors and special needs students in regular vocational classes.

Elk Mound staff adapts the curriculum, instruction, equipment and facilities. The DVI staff supports each student's progress and maintains ongoing communications between departments.

Two staff members at Elk Mound have participated in DVI training. The training was conducted at various campuses of the University of Wisconsin system during the summers of 1982 through the present by the State Department of Public Instruction. Both Elk Mound instructors have conducted inservice training for other staff and administrators in classroom support and instructional adaptation techniques. Ongoing "shoulder to shoulder" evaluation of the student and curriculum in the vocational labs is an integral part of this program. The two DVIs and other pertinent special education staff are assigned to vocational education classes each quarter based on the number of students in that class, not by special needs category.

Student progress is monitored and curriculum objectives and instructional techniques are reviewed regularly. Students having problems in the classes benefit from the combination of content area expertise and special instruction for handicapped students provided by the vocational and special staff (e.g., class notetaking).

Parallel instructional techniques help students prepare for classes and complete assignments. Students may use information available through computer programs, color-coded materials or tutorial services. These modifications provide understandable materials for all students.

From class entry to exit from high school, students receive ongoing assessment and instruction. Administrators, vocational and special educators, students, parents, and appropriate ancillary agencies help plan students' programs. Ancillary agencies may include those funded by the Job Training Partnership Act, the Private Industry Council, or the Division of Vocational Rehabilitation. The evaluation greatly enhances the students' chances of success when participating in vocational classes.

Mandate Four: Guidance, Counseling and Career Development

Guidance, counseling and career development activities are provided prior to and during the four high school years. Guidance staff conduct a pre-high school orientation for all eighth grade students, including handicapped students. Vocational offerings and opportunities are previewed and discussed.

The orientation is followed by the guidance directed class entitled "Exploring Occupations." This one quarter credit class explores student aptitudes and abilities as well as current job market information. It also covers suggestions, techniques, and exercises on how students may maximize their high school time when working on post high school objectives. The ACT Career Planning Test, Wisconsin Career Information System preparation book (computerized easy reader version), microskills and student ideas are used in the class. Students write letters requesting career information and review the bulletin board to obtain current materials on post school options.

Individual career counseling is available. Interested students use the extensive materials available at the guidance center. Information includes: job specific data, training, military opportunities, state and local job information and Career Directions software.

The guidance department plans and implements informational field trips, including trips to adult vocational schools and colleges that provide opportunities for the handicapped. These trips may include students from any or all grade levels. Handicapped students are not only welcomed but encouraged to attend guidance planned field trips and/or evaluation sessions.

The guidance counselor also makes classroom presentations. Junior level classes receive more extensive information on careers. This includes the current occupational outlook, wages and other pertinent information. Students are again encouraged to define post high school goals with respect to their own skills and abilities. Senior students participate in mini-classes that focus on the skills needed in the final decision making process. In the senior year guidance plays a vital role in program enrollment and financial aid application procedures. These services are available to all students.

Guidance staff evaluate student and program success through post secondary follow up procedures. Information on post secondary enrollment is collected and made available to staff. This guidance and counseling program spans late eighth grade through twelfth grade, with post school follow-up.

Mandate Five: Counseling for Transition

The transition from high school to the community for handicapped students is facilitated in several ways at Elk Mound. Students in the seventh or eighth grade are exposed to three of the four vocational areas through a quarterly rotational system. They are required to take a 1/2 credit course in Industrial Technology, Home Economics and Agriculture along with a 1/2 credit course in art.

In their fresman year, all students must take a 1/2 credit class entitled "Career Exploration." The class is conducted by the guidance counselor and includes information on the current occupational outlook, working conditions, wages, training and other pertinent information. Handicapped students participate in this class. It is followed by more individualized student planning and the exploration of several programs. Occupational emphasis is added within the special needs classroom through real life curriculum materials, parallel instruction with materials from the vocational labs and special needs vocational classes where appropriate.

Students who decide that further education is a post high school goal work with the guidance department to explore and apply to appropriate training agencies. Guidance staff work with students to obtain financial assistance when needed. The Division of Vocational Rehabilitation provides assistance when appropriate.

Handicapped students at Elk Mound are involved with the Job Training Partnership Act (JTPA) program operated in conjunction with the Cooperative Education Service Agency 11 (CESA 11), which administers the JTPA funds. The Pre-Employment Competency Program provides students with self-evaluation materials that focus on abilities and aptitudes. The program alos allows students to explore their career needs and participate in on-the-job training programs. (See Exhibit 9.) It is available to financially eligible students including most handicapped students. The class enrollment is determined by JTPA eligibility criteria. All students enrolled during the school year have a priority for the Summer Youth Employment Program. The JTPA program provides a staff person to act as resource for students looking for further job training or information including Job Service, Civil Service and Division of Vocational Rehabilitation. Student job placement duties were assigned to the JTPA staff person.

The Work Maturity Employment Competency System is used for the on-the-job portion of the JTPA program. Several students have obtained long term employment, including full and part time jobs through the job training component. (See Exhibit 10.)

The JTPA program was initiated at the end of the 1984-85 school year when the Private Industry Council staff and Elk Mound staff identified a need to expand the number of students in career education. The addition of a JTPA instructor at Elk Mound High School, funded by JTPA and the school district, was the result of this career needs assessment.

The new program enables Elk Mound to implement classes targeted specifically at career and job skills for special needs students selected on the basis of classroom behavior, attendance, or grades.

Upper level vocational programs have a significant number of exceptional education needs students. The JTPA program and summer work programs have placed 15 exceptional education needs students in work training programs (1985-1986). These programs are varied, based on ongoing assessment of the students and in some cases are non-traditional.

Career education classes help prepare the students for job placement, and provide valuable on-the-job training. Public sector positions with the Elk Mound schools and village comprise the Entry Employment Experience (EEE) programs. This work experience program consists of minimum wage subsidized jobs performed by students during free time or after school. The student's work supervisor develops important lines of communication, evaluates job performance and provides feedback to the young worker.

The Youth Tryout Employment Program (TOE) is an important part of the student's career education. TOE consists of private sector jobs, subsidized by the Private Industry Council (PIC) for the first 160 hours of employment. The employer hires the youth after the tryout period is successfully completed. Student participation in both EEE and TOE is contingent upon their school performance in specified areas, including attendance, academics and behavior.

Both the employer and student benefit from the program. The employer saves money on training, recruiting, and labor costs, while the youth gains valuable work experience necessary to compete in the job market.

Community employers, school personnel, PIC staff and CESA 11 personnel implement and evaluate the program success. It has received excellent evaluations from all groups.

Individual Education Plans (IEP) include post high school goals and strategies. Parents, administrators, students, teachers, and pertinent staff plan post high school goals. Special needs staff coordinate the IEP implementation. Evaluation of the plan and its implementation is on-going.

Mandate Six: Equal Access

Handicapped students have equal access to the full range of vocational courses. Because of the ingrained commitment of vocational teachers, special educators, guidance and administrative staff, it is not a matter of "if" students will be given vocational instruction or opportunities but "how" will it be done. Handicapped students have been enrolled in all vocational offerings.

The curriculum is "tough" academically but the Elk Mound model emphasizes regular education classes with support versus different levels of academic requirements. In many cases specific competencies are targeted for specific students and achieved through instructional/curriculum modifications. A major accomplishment of the DVI program is improved interdepartmental communication. Effective communication is now standard operating procedure.

Vocational staff working in conjunction with special education staff accept students in all programs. These placements are made with cooperative planning and clear cut objectives and outcomes. Guidance, vocational and special education staff and students cooperate in vocational placement decisions. These placements are based on a composite profile of each student derived from evaluation results.

From ninth grade through high school graduation, students are evaluated through a variety of methods. Ongoing evaluation combined with instructional support for both students and instructors assure equal access to regular vocational classes.

Mandate Seven: Least Restrictive Environment

The DVI project goal is to provide support for vocational instructors and handicapped students in regular vocational classes. Instructional support methods and student evaluation techniques assure that students experience appropriate and sequential vocational courses.

Developmental course work in the special education classrooms prepares students to meet prerequisite skills or reinforces content area materials taught in regular vocational education classes.

Community resources are utilized as much as possible including JTPA funded agencies, DVR, PIC, CESA 11 and local employers.

Mandate Eight: Vocational Education/Special Education Coordination

Designated Vocational Instruction is a cooperative planning effort between vocational and special education staff and other appropriate personnel or agencies. Inservice training and class competencies were developed through the DVI project. Examples of staff cooperation include the following: 1. Ongoing formal and informal evaluation of student abilities, interests, skills and curriculum attainment; 2. Cooperative goal setting; 3. Vocational instructors provide content information while special and vocational staff suggest alternative instructional methodology for review and implementation; 4. Shoulder to shoulder assistance in the vocational labs by special education staff provides immediate information and feedback to students.

Meetings between vocational and special staff occur at least weekly. Special and vocational staff also meet at the beginning of each grading period to target areas of emphasis based on class enrollment, class content or other criteria as needed. These procedures provide flexibility and a problem solving mechanism to improve programs.

Cooperation in planning and implementing IEP goals is ongoing. The development of vocational classroom competencies enables staff to plan and evaluate students' goal attainment.

The Local Vocational Education Coordinator from CESA 11 facilitated the initial meetings of the special and vocational education departments to address the Perkins mandates.

Evidence of the Project's Effectiveness

Students' Performance While in School

Grades Received by Handicapped Students in Vocational Classes

	1985-1986		1986-1987	
	Sem. 1	Sem. 2	Sem. 1 (est.)	Sem. 2
A	6	8	8	5
B	15	8	12	13
C	18	20	20	16
D	11	21	2	8
F	3	0	2	1

At times grades are adjusted if students received extensive support. An entry on the school record is written and the student and family are notified. The goal is to work toward a regular grade.

Most students choose to meet graduation requirements that are based on achieving the IEP goals. Multidisciplinary Teams (M-Teams) base their decisions on "level of satisfaction" for academic and social skills achievement.

A goal for 1986-87 is to develop competency certificates in agriculture and technology education. The certificates will help students to make a smooth transition and secure employment upon graduation. Certificates will also help students identify course goals, chart their progress and articulate their skills to potential employers.

Overall School Drop-out Rate

1985-1986
No dropouts in past 2 years

Post School Status of Former Students

Most jobs were obtained through the efforts of family, friends, and significant others.

Status	Number of Former Students	
	1985-1986	1986-1987
Competitive employment 35 hrs/wk or more	5	4
Competitive employment less that 35 hrs/wk	2	1
Enrolled in vocational technical institute	1	1
Enrolled in JTPA funded training programs	1	1
Unknown	1	0
Dropout reenrolled	1	0

62

DVI follow-up evaluation is ongoing. There is no regular followup. Improvement in the follow-up process is being considered, including followup on training, jobs, costs and student achievements.

Third Party Evaluation Results

The Designated Vocational Instruction (DVI) approach is evaluated by the State Department of Public Instruction annually.

Additional Information

1. The Student Assistant Program provides work experience opportunities for regular and special needs students in the high school. An agreement is signed by the teacher, parent, principal, student, and business education coordinator.

2. The Wisconsin Division of Vocational Rehabilitation (DVR) provides supports for short term vocational evaluations at area resources, work study stipends (10 hours per week) and one week residential independent living skills assessment at an area college campus. The DVR counselor meets with the special needs students during their senior year.

3. A monthly school newsletter describing school activities is distributed to students, staff, school board members, families, and the community. Information on the DVI and JTPA programs is included.

Successful Classroom Techniques Used by Vocational Education Teachers for Special Needs Students

The following are comments from agriculture, industrial technology, home economics, and business education instructors in response to the question: "What do you do to help special education students succeed in your vocational classes?" This information was obtained by VSC staff during a site visit in the Spring of 1987.

Techniques

1. Use their individual IEPs to help set operative skill levels.

2. Make home visitations.

3. Develop supervised occupational experience programs (SOEPs).

4. Meet frequently with ED, LD and EMR teachers to chart students' progress.

5. Develop materials that reinforce class activities, and ask the EMR teacher to use them in the EMR room.

6. Color code texts.

7. Develop individual competency lists for students.

8. Always build in a "success mechanism" for these students! Make them feel good about themselves.

9. Get students involved in FFA, fairs, and field trips. Outside interaction with peers has helped interaction within the classroom.

10. EEN staff help other students within the classroom when needed.

11. Work with the Designated Vocational Instructors as much as possible to adjust requirements and expectations for each student.

12. Occasionally, change the outcome (product) to something more meaningful and/or easier for the special students.

13. When working with ED kids, try to find their strength and capitalize on it.

14. When possible, use older students or other EEN staff to help a student through difficult areas. Otherwise, they are "left in the dust."

15. Arrange to have an EEN staff person in classes with students having severe problems, or classes that have high concentrations of EEN kids. This is a great way to directly help and organize the kids.

16. Use packaged instructions.

17. Maintain good communication with EEN staff (e.g., fill out task sheets, attend staffings).

18. Division of Vocational Rehabilitation helps in the classroom, by funding either a teacher aide or an EEN teacher.

19. Use student assistants for EEN students.

20. Consider giving tests orally.

21. Vary assignments to meet individual needs.

22. Positive reinforcement/interaction with "regular" students helps EEN students gain confidence and social skills.

23. Explain instructions individually if necessary.

24. Check to make sure that EEN students understand the assignment throughout the class hour.

25. Use lots of praise.

26. Talk over any problems immediately (daily/weekly) with the DVI. Communication is vital.

27. Treat them like other students. Assume that they can and are going to succeed.

Other Key Factors that Make the Elk Mound High School Effective Based on Observations and Interviews

This information was obtained by VSC staff through observations and interviews during a site visit in the Spring of 1987.

Superintendent and School Principal

1. School Board members are involved at the committee level. After inservice training, members are assigned to committees. The Board members see the evaluational process and do not personalize the funding requests. They relate the school needs to student needs. Recommendations and solutions are developed at the committee level.

2. The Board provides some staff autonomy in day to day decision making without dictating to them. This is evident throughout the chain of command.

3. "We expect the program to continue even without additional funding."

4. The strength of the selling of the program is based on the student needs.

5. "We want to promote more and more regular staff ownership of the program."

6. The formal presentations to the school board are done by the superintendent or principal.

7. The school has a strong philosophy of career education and a positive concept of vocational education.

8. Special education students are part of the same class rank system.

9. The school has a well behaved student body.

10. Giving the DVI release time for training and performing the required duties was essential.

11. Administrators believe in the value of the DVI model.

12. The barriers anticipated from regular education teachers were overcome by the designated vocational instructors vocational education background and reporting experience.

13. Support from staff, school board, and additional community funding were the keys to the success.

14. Vocational teachers need and request support.

15. Students are willing to get involved and feel good about the support.

16. We intend to do DVI long range planning for the DVI approach.

17. A variety of funds are used to provide mainstreaming for special students.

Guidance Counselor

1. The office is located away from the high school office for separate identity.

2. The school commitment is necessary for students to establish their next career steps.

3. Students make better course selections when these decisions based on job and career information.

4. The JTPA class is good because of career/training/jobs are related to kids' interests.

School Board Members

1. Being selected as a "Profile of Success" shows us that the team concept among the board, administration and staff, has been successful for the EEN students.

2. "We look at the end result and what employers want."

3. The staff are enthusiastic and committed to the programs.

4. The board is committed to the future. Sixty five percent of the graduates go to jobs not further education.

5. "It is our job to make self sufficient citizens, not dependents on society."

6. Federal dollars are seed money for program improvement and expansion. We are already doing some of these things including emphasizing vocational education. Give $1 and get $1.50 back in education.

7. Programs like Perkins funds help handicapped and regular education students alike.

8. Use the advantages of small rural area school districts.

9. The outlook for the future includes:

    a) Expanding career education and the world of work beyond at risk and EEN students,

    b) Continuing local commitment to careers and employment as the end result of education. School Board members should keep this in mind, not just the methods of educating students,

    c) Looking for commitment when hiring new staff and get as much of the staff to cooperate to achieve student success in and after school programs (jobs/training).

    "We need to depend on our students to care for us in the future."

Designated Vocational Instructors

1. Administrative support for mainstreaming is a major key to success.

2. It took some time to overcome the concern of others when special education teachers were released to provide support in vocational education classes not just teach special education courses in special classrooms.

3. Avoid vocational projects (e.g., building bird houses) that are strictly for special needs students.

4. Competency based curriculum developed by special education and vocational education teachers improved overall articulation/cooperation between the departments and was used when students had problems.

5. Emphasizing career education for special needs students improved career education for regular students.

6. With support and monitoring many special education students can keep up with regular education students in targeted introductory vocational classes.

7. DVI's are the school-JTPA liaison and help negotiate and implement the contract.

8. The DVI's are involved with many other aspects of the school activities.

9. When students turn 16 they all send letters to DVR for information and forms.

10. The success of special education/vocational education cooperation and rapport is shown through student achievements.

11. Our classrooms are work related environments, including bulletin boards, job assignments and job related social skill posters.

12. Work samples and pre-vocational assessment programs help staff get a quick picture of our students.

13. Vocational class notetaking helps EEN students, especially when they are absent or information is not in handouts or other resources.

14. Biweekly checks on student progress are made. These checks cover grades, assignments, attitude and attendance.

15. Giving tests orally has helped a number of special needs students make the grade.

16. DVI's encourage students to work toward regular, not adjusted, grades.

17. "We enjoy being with 'regular students' as well."

18. DVI's help identify school and community worksites.

Parent of a Special Needs Learning Disabled Graduate

1. The family has a cleaning business. Since eighth grade, their son had a career goal of becoming a maintenance worker. The family started by

making him responsible for keeping his room and other parts of the house clean. In high school he had work study and career skill training. After graduation DVR sponsored him at a five to six month training program. Its tuition was $400. Rental assistance and other living costs were covered by the family. He became a full time janitor at the University of Wisconsin-Eau Claire after learning of the vacancy and the employment procedures from the high school guidance counselor and DVI staff.

2. The DVI's have a special knack of seeing kids in a positive way.

3. The DVI was accessible at all times and wrote progress notes to the parents.

4. The graduate came back to talk to the special needs class about his progress and job.

5. The main key to success was that the regular curriculum was followed and he was not pulled out and separated from his peers.

6. Parents felt welcomed in the school even though the student didn't like them to come.

7. The school helps instill the work ethic in the students.

8. The school referred their son to DVR, and DVR paid for a tutor.

9. Because their son was kept in regular class and JTPA class with only special help in reading, he changed his behavior, improved his self-image, found a job and will be enrolling in vocational school.

Metal Fabrication Instructor

1. The special needs students (emotionally disturbed/learning disabled) were graded on a seminar type scale with additional supervision considered.

2. The mini-foundry products included tools, car parts, ornaments, and grills.

3. The special needs students helped with the teacher demonstration for new students.

4. The instruction was related to occupations and employers in the area.

5. DVI staff provided note taking and color coded textbook highlights for the students.

6. Undergraduate special education students from the University of Wisconsin-Eau Claire assisted the industrial technology teacher and DVI's with adapting the instruction for special needs students.

7. The competency certificates developed by the DVI have helped the special needs students when looking for employment.

Agriculture Instructor

1. Stress job entry skills, including appearance and hygiene.
2. Students should set their sites higher than "farmhand."
3. Reading literacy is required to understand the textbook, manuals, chemicals and changing agriculture field.
4. Skill competency lists that indicate student performance levels help the student look for a job after school and to know themselves.

Job Training Partnership Act Teacher

1. Coordination of the intake and eligibility process helps all parties.
2. The Private Industry Council (PIC) has an office in each county within the Service Delivery Area (SDA).
3. The JTPA teacher uses a variety of job placement techniques - OJT, tryout, and entry employment.
4. The field trips are coordinated with the DVI's and other JTPA activities.
5. Administrative support of JTPA is a major key to the success of the class.
6. Graduates come back to class to visit and speak about their success.
7. Students can make up class work to maintain work experience.
8. Instructors use monitoring sheets with space for each regular and vocational teacher to write progress statements on the student. The sheets are then submitted to the DVI's and JTPA teacher.

Students

1. A student contract for grades includes the requirement that students keep a weekly journal.
2. Students enjoy moving from task to task.
3. Students like the support of the DVI's and the regular instructors.
4. One student who had a career goal of farming learned and researched many careers in agriculture, including herd management and business aspects. He was helped by the special education and agriculture staff to relate his mechanical and problem solving skills to his career choices. Adult education classes were recommended to help him with his delayed reading problems.

Considerations for Those Wishing to Replicate this Project

Administrative

In implementing the plan, there should be less structure and directives from the administrative and school board levels and more flexibility and faith in the staff level.

The administrative support must be there to ensure success.

Curriculum development and increased ownership by the total staff should be built into the plan to meet the needs of special needs students.

Extensive planning is needed to coordinate Perkins mandates with PL 94-142 and JTPA efforts for at risk school plan.

Establish a working relationship with the PIC office.

Fiscal

Even if Perkins funds get leaner or more restrictive, meeting the student needs for career and vocational programming should be a priority.

The local district should continue to show desire to obtain Perkins funds and to meet local match requirements.

Future funds should go toward work experience and job placement staff.

Staffing

Start with the administrative staff to develop the overall goal and plan.

Use a team approach.

Orient special education teachers to vocational education, vocational skills, and appropriate classes and techniques to use when helping students develop career options.

Address the barriers to be overcome, and change the "I don't want that kid" syndrome.

The DVI model provides structure for the integration of special education with vocational education. The interpersonal skills of the DVI are important and should be evident to benefit both special education and regular education students.

The program must respond to the IEP program signed by the administrative agent.

Skills learned in class should relate to competitive employment and other post high school options.

At the beginning of each quarter a scheduling meeting is held with special education and vocational education staff to implement the plan and voice any concerns and major changes.

Orientate the parents to Perkins and DVI model activities.

Project initiation procedures.

Establish that each year's IEP emphasizes post high school year goals and specific means to obtain them.

Business and industry support and job sites.

Project Initiation Procedures

Project planning, implementation and evaluation should be based on the assessment of local needs including funding, goal setting, target population, etc.

Related staff must have input and ownership in the program to ensure success.

Project instructional research indicates that administrative support and leadership are crucial for significant change to occur. The role of the administrative staff were key factors to the development of the Elk Mound DVI program.

Technical Assistance Available

Type

Support in developing a Designated Vocational Instructor program can be arranged on a consultation basis. Inservice training and site visits may be arranged. Please direct inquiries to:

Steve McCullough
Elk Mound High School
303 University Avenue
Elk Mound, WI 54739
(715) 879-5521

Cost

The costs will vary according to services rendered.

EXHIBIT 8

Wisconsin Department of Public Instruction
Dr. Herbert J. Grover
State Superintendent
Designated Vocational Instruction
November, 1985
Excerpts

The Designated Vocational Instruction (DVI) approach in Wisconsin is an interdisciplinary effort between special and vocational education. The goal of the program is to significantly improve the scope, sequence, and quality of secondary level vocational education for exceptional education need (EEN) students.

Concept

The concept of the DVI approach is to integrate special education learners in regular vocational education environments with instructional support provided to both students and their respective instructors. It is designed to improve the scope and quality of secondary level vocational education for EEN students during the 1987-88 school year, in all locations across the State of Wisconsin.

The DVI program affords more nearly equal access and opportunity to a district's vocational education programs. The approach was designed to be basic, practical, and most of all, functional.

Neither special nor vocational education alone can meet the employability needs of handicapped students. The concept of this approach is one of interdisciplinary cooperation. Its ultimate goal is successful entrance and participation in the world of work.

The DVI approach is an adaptation of Georgia's successful Related Vocational Instruction Program.

Methodology

DVI teachers learn to assist EEN students to enter and participate in existing vocational education programs. Special education's expertise in how to teach is blended with vocational education's expertise in what to teach. The designated vocational instructor provides instructional support to the vocational educator and the EEN student. The DVI teacher also engages other special education teachers in the instructional support function of the DVI concept and facilitates communication among administrators, special educators, vocational educators, student services, and agency representatives.

Staff Preparation

As the first phase of program implementation, school districts wishing to participate in the DVI effort send teams of staff to a university training

EXHIBIT 8, contd.

session. At least one team member must be a certified special educator who would function in the DVI role. Other team members could include vocational educators, guidance counselors or other special education staff who will share in the DVI role. The university training workshop focuses on: (1) the DVI role; (2) vocational education principles and practices; (3) vocational education goal-setting for handicapped learners; (4) integration of vocational curriculum in the IEP process; (5) development and implementation of instructional accommodations for handicapped learners in vocational education; (6) review of vocational assessment instruments and techniques; and (7) procedures to introduce the DVI program into each local district.

Follow-Up

Follow-up includes extensive local district DVI follow-up and state support visits, technical assistance, local/state/regional inservice training workshops, and evaluation. Bureau for Vocational Education and Bureau for Exceptional Children supervisors within the Department of Public Instruction provide valuable input in shaping Wisconsin's approach to improving vocational education services for EEN youth.

Evaluation

Evaluation efforts were initiated by the DPI and based on the design developed by John Gugerty, Vocational Studies Center. The 1983-84 evaluation results indicated that the project had a "significant and positive" impact upon vocational education of handicapped students. Over 2,200 students received direct instructional support from DVI teachers. Even though most of the handicapped students serviced had tested reading and math scores below the eighth grade level, 66.4% earned grades of "C" or better in vocational education courses as a result of this instructional support. One of the best results associated with effective implementation of the DVI approach was the improved communication among vocational education, special education and guidance staff, including staff development activities that focus on the needs of actual students.

Cost

Involvement in DVI need not involve additional costs to participating school districts. A local education agency that wants to implement the DVI approach would designate or reallocate one or several of its existing special education teaching positions to provide direct instructional support to handicapped youth in the vocational setting. A major strength of the approach is that it allows more effective use of resources now available. In addition, Carl Perkin's Vocational Education Act monies administered by the Department of Public Instruction are available to each district eligible for Vocational Education Act funding.

73

EXHIBIT 8, contd.

DVI Instructional Support Services

- Provide shoulder to shoulder support in a vocational class.
- Team teach and provide feedback to instructor regarding a lesson.
- Set up a peer tutoring system.
- Use an aide to tutor and provide parallel instructional support.
- Provide one-to-one tutoring by the DVI or other special education staff.
- Review tests: determine reading level, type, revise and rewrite.
- Read tests to students.
- Review safety tests.
- Develop study guides.
- Review for tests in study groups.
- Take notes, outline text chapters and beef up student's vocational class notes.
- Review class materials: determine appropriateness, assist vocational instructors in obtaining materials appropriate to student's ability.
- Highlight and underline materials and textbooks.
- Tape record lectures, textbooks, and shop safety rules.
- Adapt academic materials/assignments; e.g., written assignments, worksheets, vocabulary flashcards, or measurement cards.
- Provide resource room support for daily assignments.
- Use computers to assist instruction, help students review test questions, and learn skills for computer use.
- Define vocational goals on the IEP.
- Cooperatively develop competency-based checklists and IEP goals.
- Teach parallel instructional support (e.g., prevocational skills, independent living skills, and vocabulary/basic skills needed to succeed in the vocational class).
- Teach career development class and involve guidance.
- Provide extra lab and study time for students
- Assist vocational teachers with home-school communication.
- Advise vocational teachers on appropriate instructional levels and behavioral techniques.
- Assist slower students in addition to EENs.
- Adapt a course (premainstreaming in scope).
- Establish a career exploration course at the junior high school.
- Follow up of EEN students leaving school.

From: The 1984 DVI Evaluation
Results N=60

EXHIBIT 9

West Central Wisconsin Private Industry Council
Pre-Employment Competency System
Introduction

The West Central Wisconsin Private Industry Council Pre-employment Competency System stresses the acquisition of knowledge and skill in the areas of Career Decision Making, Employer Expectations and Job Seeking. Simply stated, it involves the answering of three broad questions:

1. What job or jobs fit my needs and abilities?
2. What will employers expect of me on the job?
3. How do I obtain the job?

An analogy in the business world might equate these three areas to the basic practices of research and development, production and marketing.

Career Decision Making

Appropriate career decision making is essential for employees and employers in order to maximize job satisfaction and productivity. Skills in this area are necessary if individuals are to make realistic career choices which reflect their values, skills and interests. The career decision making process contains three basic elements:

1. Development of vocational self awareness in order to match oneself with the requirements of employment opportunities.

2. Gaining awareness of the labor market in order to identify those employment opportunities that are or will be available and are an appropriate match with individual needs and abilities.

3. Synthesis of the knowledge gained about oneself and the environment into a workable career plan that outlines the steps necessary to get from where one is to where one wants to be.

Knowledge of Employer Expectations

Employer surveys continually identify the need for workers to develop positive work behaviors and attitudes as among the most important elements for success in employment. Young people, in particular, may lack the understanding of what employers expect in this regard. This lack of awareness and development of necessary skills may present individuals with problems in obtaining and retaining employment. The West Central Wisconsin Private Industry Council has identified eight key behavioral areas accompanied by numerous other indicators as being essential for individuals entering the labor market. Those areas are:

1. Attendance,
2. Punctuality,

75

EXHIBIT 9, contd.

3. Reaction to supervision,
4. Interaction with co-workers,
5. Safety, equipment and worksite maintenance,
6. Productivity,
7. Initiative,
8. Attire/Grooming.

The inclusion of these competencies as pre-employment skills is designed to increase the awareness of their importance to the individual and the employer. Development of knowledge of such expectations is necessary, but by no means a substitute for the actual demonstration of positive behaviors in actual work environments. These competency areas are designed to parallel those behaviors to be measured in actual work settings as Work Maturity competencies.

Job Seeking Skills

Adequate Job Seeking Skills, although not essential to performance on the job, are necessary if individuals are going to obtain employment. Development of such skills is becoming more necessary as competition increases for limited employment opportunities. These skills are indicative, however, of elements that make for well rounded workers including communication, organization, self awareness, interpersonal skills, neatness and grooming. The competency areas addressed in this system are:

1. Job search plan development including identification of sources of job information and development of a structured job search process

2. Employment application, resume and reference development

3. Development of appropriate interviewing skills

The Pre-Employment Competency system requires an individual to demonstrate an acceptable level of performance in each of the competency areas and indicators. The essential elements of the system detailed in the text are:

1. The identification of a deficiency or need

2. The allowable intervention strategies

3. Individualized training plans which outline the participant's program

4. The evaluation methodology

5. Requirements for attainment of Pre-Employment Competencies

6. Certification

7. Documentation

EXHIBIT 9, contd.

Identification of a Deficiency (Pre-Assessment)

An individual must have an identified need for assistance prior to enrollment in a pre-employment competency activity in order to be eligible for a positive termination for competency attainment. Since this is a mastery system, a deficiency in any one of the competency areas can be regarded as justification for pre-employment competency programming.

Pre-assessment may consist of: pre-testing through a pre-determined criterion referenced written or oral examination; documented evaluation of background information including school records and work history; documented observation of behavior which clearly identifies a deficiency.

A deficiency in Pre-Employment Competencies must be identified on the Competency pre-Assessment Record.

Intervention Strategies

Pre-Employment Competency training will generally take place in group or individual instructional settings. The method of instruction may vary based on the program design, individual instructor preference or needs of the population served so long as the deficiencies identified in the pre-assessment record are being addressed in a manner that will remediate the deficiency. Programs desiring to utilize Pre-Employment Competency terminations must present their proposed intervention strategy and/or curriculum to the Private Industry Council for approval.

Individualized Training Plans

The basic provisions of the pre-employment competency program must be outlines in an Individualized Training Plan (ITP). The ITP must outline: the basic goals of the program as it applies to the individual; steps to achieve the goals; anticipated outcomes and time frames. The ITP may be used to identify other program objectives in addition to pre-employment competency attainment. Use of the ITP may be waived for individuals participating in pre-employment competency training only. In such situations, the intervention strategy section of the Pre-Assessment Record may be used in lieu of the ITP provided it contains sufficient detail and the participant signature indicating agreement with the strategy.

Evaluation Methodology

Evaluation of the attainment of pre-employment competencies may be provided through a variety of methods which meet individual needs. These methods include:

1. Criterion referenced oral of written examinations,
2. Standardized tests,

77

3. Instructor ratings of individual work products,
4. Documented behavioral observation,
5. Other objective measures of competency attainment.

Evaluation methodologies may vary for the different criteria. Adaptive methods may be utilized for handicapped and other populations which may be unable to independently master the specific criteria. Examples are as follows:

1. Application and resume development can be mastered through the development of skills that allow the individual to obtain needed assistance from parents, instructors or others to prepare accurate written information.

2. A job search plan may be developed by a professional staff person and tailored to the abilities of the individual. Success would be measured based on carrying out realistically attainable objectives in regard to the plan.

3. Assistance may be needed in the development and carrying out of a career plan. Success would be measured based on the individual attaining realistic objectives in regard to the career plan.

The evaluation methodology must be approved by the Private Industry Council.

Attainment of Pre-Employment Competency

An individual must have attained an acceptable level of performance in regard to each of the competency indicators on the Pre-Employment Competency Attainment Record, including all indicators for Career Planning, Knowledge of Employer Expectations and Job Seeking Skills. The level of acceptable performance is defined on this record.

The Competency Attainment Record must be fully completed indicating: (1) the method by which attainment was measured (as measured by), (2) whether or not the indicator was attained (Yes or No) and (3) the date of the measurement.

Documentation

All information indicated in the Pre-Assessment Record and Competency Attainment Record must be documented in the participant file. Such documentation may include actual copies of testing or assessment instruments, written behavioral observations or other information that clearly demonstrates that the deficiency identified existed and the competencies indicated as being attained were attained.

Certification

Program staff desiring to obtain recognition of positive program outcomes based on the attainment of Pre-Employment Competencies shall submit a complete

EXHIBIT 9, contd.

Competency Certification Form to the West Central Wisconsin Private Industry Council. The Certification Form must be accompanied by a copy of the Pre-Assessment Record and Competency Attainment Records. It will be assumed that adequate documentation of the Intervention Strategy and/or Training Plan, Pre-Assessment and Evaluation are maintained in the participant file. Authorized staff of the Private Industry Council will review the records submitted and certify the attainment of competency subject to review of documentation during on-site monitoring.

Pre-Employment Competency System

Overview

1. Pre-employment Competencies
   Students:
   a) Identify interests and skills.
   b) Explore vocational and training opportunities/options.
   c) Practice job seeking/keeping skills.

2. Expectations
   a) Rated as an employer
   b) EE ratings completed
      - weekly/monthly
      - by JTPA teacher
      - classroom teachers
      - self
   c) Attendance 90%
   d) Punctuality 90%
   e) Complete tasks
   f) Complete program
   g) Referral to work program school year/summer if satisfactory performance.

3. Student Survey

4. COPS, CAPS, COPES - competency reports and instruments

5. Individualized Training Plan (ITP) development/completion six weeks after start of program

6. Career Decision Making
   a. Decision Making Process
   b. Personal Profile
   c. Labor Market Profile (4)
   d. Vocational Plan

7. Job Seeking Skills
   a. Applications
   b. Resumes
   c. Interviews
   d. Job Search Plan

73

EXHIBIT 9, contd.

8. Employer Expectations
   a. Throughout
      - Stressed in class
      - Importance on job
      - Ratings

9. Student Evaluation

10. Exit Interview

11. Staffing Report and Competency Certification

12. Program Evaluation

EXHIBIT 9, contd.

JTPA STUDENT EVALUATION

STUDENT NAME: Kris DISTRICT: Elk Mound

OBJECTIVES	MEASUREMENT	REQUIREMENTS	ACCOMPLISHMENTS AND DATES
CAREER DECISION MAKING The participant will:			
Identify and discuss the major steps in a decision making process (4 or more steps).	Decision Making Competency Test.	8 points	8 10/21/86
Identify and discuss personal values in relation to work (3-5).			
Identify and discuss personal interests in relation to work (3-5).			
Identify and discuss personal abilities/skills in relation to work (3-5).			
Identify and discuss strengths as they relate to work (3-5).			
Identify and discuss barriers as they relate to work (3-5).	Personal Profile	30 points	30 11/4/86
Identify two or more occupational clusters and at least two jobs within each cluster.	Labor Market Profile	2 occupational clusters. 4 job profiles.	4 12/9/86
Identify at least one realistic career goal consistent with personal profile and labor market profile.			
Identify three personal strengths and barriers as they relate to the chosen career goal.			

EXHIBIT 9, contd.

OBJECTIVES	MEASUREMENT	REQUIREMENTS	ACCOMPLISHMENTS AND DATES
Identify the steps needed to achieve career goals in order to maximize strengths and overcome barriers.	Career Plan	8 points	17 1/8/87
JOB SEEKING SKILLS The participant will:			
Complete an application form	Application Rating	Completed application. All factors checked yes.	
Complete a resume	Resume Rating	Completed resume. All factors checked yes.	
Demonstrate interviewing skills	Interview Rating	All factors checked yes.	
Develop a job search plan	Job Search Plan	20 points.	
EMPLOYER EXPECTATIONS The participant will:			
Demonstrate knowledge of employer expectations	Evaluation for employer expectations	Rating of 3/ above on all indicators.	
OR			
Attain knowledge of employer expectations.	Competency test	20 points.	

Practitioner

JTPA Program Coordinator

Date

EXHIBIT 10

Pre-Employment Competency System
of the West Central Wisconsin Private Industry Council
January 1, 1987

Introduction

Work Maturity is defined as the development of those basic work behaviors that employers regard as essential to retaining productive employment, commonly referred to as "Job Keeping Skills." A survey of approximately 300 West Central Wisconsin employers, which was subsequently interpreted by a task force of the Private Industry Council, identified the following eight competency areas as embodying those essential work behaviors:

1. Attendance
2. Punctuality
3. Reaction to Supervision
4. Interaction with Co-workers
5. Worksite/Equipment Safety and Maintenance
6. Productivity
7. Initiative
8. Work Attire and Grooming

Each of the competency areas was further defined through a set of indicators. The system was designed to recognize that another element of work maturity is the ability to adapt to specific supervisory requirements. It allows the supervisor/rater to more clearly define expectations in each of the areas.

It is a "mastery" system which requires an individual to demonstrate an acceptable level of behavior in each of the competency areas in a real work setting. The essential elements of the system detailed in the following text are:

1. The Identification of a Deficiency or a need,
2. Allowable Intervention Strategies,
3. Individualized Training Plans detailing the participant's program,
4. The Worksite Agreement which defines specific competency expectations,
5. The Evaluation Methodology,
6. Requirements for Attainment of Work Maturity,
7. Certification,
8. Documentation.

Identification of a Deficiency (Pre-Assessment)

An individual must have an identified need for assistance prior to enrollment in a work maturity activity in order to be eligible for a work maturity competency termination. Since this is a "mastery" system, a deficiency in any one of the competency areas can be regarded as justification for work maturity programming. Pre-assessment may consist of examination of previous work history, information from a referral source, school records, observation during

EXHIBIT 10, contd.

other program involvement or pre-testing. The pre-assessment process recognizes the affective nature of work maturity and this focuses on the actual past behavioral patterns of the individual. A deficiency in work maturity can be the result of not having had sufficient work experience to adequately demonstrate the presence of positive work traits or having previously displayed negative behaviors. The pre-assessment must indicate one of the following:

1. A lack of sufficient work experience to have demonstrated work maturity by having worked less than 250 hours in unsubsidized employment (excluding babysitting, lawncare, domestic service or other such employment for private individuals).

2. Having lost employment for, or having a documented history of difficulty in work or work-like settings in one or more of the following areas:

   a) Attendance,
   b) Punctuality,
   c) Reaction to Supervision/Authority,
   d) Interaction with Co-Workers/peers,
   e) Worksite/Equipment Safety and Maintenance,
   f) Productivity,
   g) Initiative,
   h) Attire and Grooming,

The pre-assessment process must be documented on the Work maturity Pre-Assessment Record which will summarize the nature of the deficiency, the method of assessment, dates, and recommended intervention strategy. Included are examples of acceptable documentation.

Allowable Intervention Strategies

The West Central Wisconsin Private Industry Council only recognizes participation in a real work situation as an appropriate demonstration of work maturity. The following program components may be utilized for this purpose:

1. Entry Employment Experience,
2. Tryout Employment,
3. Work Experience and Limited Work Experience,
4. Summer Youth Employment,
5. On-the-Job-Training (with advance approval and program modification),
6. Vocational Exploration (with advance approval and modification).

Program enrollment must be of sufficient duration to adequately demonstrate that work maturity has been attained. Enrollment must be for a minimum of 10 weeks (five 2-week evaluation periods) and must encompass at least 100 hours of employment.

EXHIBIT 10, contd.

Individualized Training Plans

The basic provisions of the work maturity program must be outlined in an Individualized Training Plan (ITP). The ITP will outline the basic goals of the program, steps to achieving the goals, anticipated outcomes and time frames. The ITP is used to identify other program objectives in addition to work maturity attainment. Use of the ITP may be waived for individuals who are only participating in work maturity. In these situations, the Intervention Strategy section of the Pre-Assessment Record may be utilized to detail the plan.

Worksite Agreement

The basic provisions of work maturity programming are implemented through a three party worksite agreement. The Worksite Agreement outlines the major work responsibilities, supervisor expectations in regard to the competency areas and other responsibilities of the parties to the agreement. The agreement allows the supervisor to explain what is acceptable behavior, within the parameters of the competency indicators, in the specific work environment. The agreement is between the participant (employee), the host worksite, and the Private Industry Council. It is designed to assure that all parties to the agreement understand and accept their responsibilities.

Evaluation Methodology

The method of evaluation of work maturity competency is the observation and recording of participant work behavior performed by the worksite supervisor. The instrument utilized for this evaluation is the Time Sheet and Evaluation Form (Attachment B). The supervisor documents the actual hours worked as well as an assessment of the individual's performance during the pay period in regard to the competency areas. The system of rating the employee is a "forced choice" which requires the supervisor to identify if performance in regard to each of the factors was "acceptable" or "needing improvement" in order to meet the agreed upon entry level standards. A comment section allows the supervisor to indicate the reason for less than acceptable performance as well as indicate areas where exceptional performance occurred. For individuals who are enrolled in school, it is required that school attendance requirements were also met.

Attainment of Work Maturity

As previously stated, an individual must meet minimum requirements in each of the competency areas in order to be regarded as having demonstrated sufficient work maturity to warrant a positive termination. The minimum requirement for each of the competency areas is indicated below.

Attendance - The individual must be present at work during at least 90% of scheduled hours for five consecutive evaluation periods. Any time that the individual is absent must have been excused.

EXHIBIT 10, contd.

Punctuality - The individual must start work on time, both at the beginning of work and following authorized break times, at least 90% of the time during an evaluation period to attain an acceptable rating. The individual must have an acceptable rating in each of five consecutive evaluations.

For each of the six competency areas below, the individual must receive an acceptable rating 80% of the time, or at least four of five consecutive evaluation periods.

1. Reaction to Supervision
2. Interaction with Co-Workers
3. Worksite/Equipment Safety and Maintenance
4. Productivity
5. Initiative
6. Work Attire and Grooming

The rating period for all eight of the competency areas must be the same.

Certification

The results of the participant's bi-weekly time and evaluation reports must be entered onto the chronological Work Maturity Competency Attainment Record. This record is designed to summarize the overall worksite performance of the individual and clearly identify the five evaluation periods in which the work maturity competencies were demonstrated.

A Work Maturity Competency Certification Form must be submitted, along with a copy of the Pre-Assessment and Competency Attainment Record, to the Director of Field Operations (for PIC operated programs) or the Director of Program Development and Evaluation (for subgranted programs). The information submitted will be reviewed, and if adequate, a Competency Certificate will be issued to the participant.

Documentation

It is required that documentation of procedures used in the pre-assessment process and copies of time/evaluation records be maintained in the participant's file as back-up documentation of the need for assistance and competency attainment.

Work Maturity Competency Indicators

Competency Area	Indicator of Acceptable Behavior
Attendance	The individual is present at work during scheduled hours at least 90% of the time and appropriately notifies supervisor of any absence.

EXHIBIT 10, contd.

Punctuality	The individual is on time and ready to work each day and after scheduled break times 90% of the time.
Reaction to Supervisor	1. Accepts direction appropriately. 2. Accepts constructive criticism. 3. Asks appropriate questions and requests clarification when necessary. 4. Resolves any conflicts with supervisor in an appropriate manner. 5. Utilizes appropriate lines of authority. 6. Requires an appropriate amount of supervision.
Interaction with Co-Workers	1. Is polite and courteous in dealing with other employees. 2. Provides appropriate assistance to others. 3. Seeks assistance from others when appropriate. 4. Accepts responsibility for own actions and consequences. 5. Resolves conflicts appropriately. 6. Communicates in an appropriate manner and at an appropriate level with co-workers.
Worksite/Equipment Safety and Maintenance	1. Is mentally alert and physically prepared for work. 2. Recognizes, avoids, and reduces hazardous conditions. 3. Understands and utilizes required emergency procedures. 4. Uses appropriate and/or required safety equipment. 5. maintains any equipment and work station to required standards.
Productivity	1. Begins assigned tasks promptly. 2. Organizes work and prioritizes time. 3. Completes tasks in an appropriate amount of time. 4. Adapts to new circumstances. 5. Reacts appropriately to pressure. 6. Attends to task without unnecessary interruptions. 7. Work is complete and meets required quality standards. 8. Corrects errors in required manner.

EXHIBIT 10, contd.

Initiative	1. Seeks additional work when assigned tasks are completed. 2. Is willing to put forth extra effort during heavy work load situations. 3. Is willing to seek/accept additional knowledge or skill to correct a deficiency or improve.
Attire and Grooming	1. Wears clothing appropriate to the work environment. 2. Displays grooming habits appropriate to the work situation. 3. Displays appropriate personal hygiene.

Instructions for Completion of Time and Evaluation Report

The intent of this form is to act as a time sheet and participant evaluation form for participants in Job Training Partnership Act programs. Please utilize this form as follows.

PARTICIPANT - Fill in Name and Social Security Number.

FIELD STAFF - Fill in Funding Title, Staff Number and Contract Number.

SUPERVISOR - Document time as follows.

Enter actual hours worked for each day since attendance and punctuality are most important. Deduct .1 hours for each six minutes late (e.g., a participant scheduled for 4 hours but is 12 minutes late would be paid for 3.8 hours). As this is our main method of determining reliability, it is important to indicate when workers are late or absent. It is illegal to pay workers for time not worked. You authorize payment for hours worked by signing the time sheet.

Please evaluate and provide timely feedback.

This is an opportunity for the supervisor to indicate how the participant performed in each of eight basic skill areas. The supervisor should indicate if performance was "Acceptable" or "In Need of Improvement."

Please utilize comment section. Explain the areas where improvement is needed so the worker knows what needs to be improved. Also elaborate on positive performance. These ratings are necessary to assist the worker in developing basic skills or documenting that he or she already possesses such skills.

EXHIBIT 10, contd.

WEST CENTRAL WISCONSIN
PRIVATE INDUSTRY COUNCIL

TIME SHEET AND EVALUATION

Mail To: West Central Wisconsin
PRIVATE INDUSTRY COUNCIL
2105 Stout Road
Menomonie, WI 54751

Participant Name
Last First MI
Soc. Sec. #

Funding Title	Staff No.	Contract #
TO BE FILLED IN BY PIC REPRESENTATIVE		

TIME PERIOD

Beginning	End
Month/Day/Year	Month/Day/Year

TIME

1. TOTAL SCHEDULED HOURS ☐
(Enter hours participant is scheduled to work during the two week period.)

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	TOTAL
2. WORK TIME (Supervisor - Enter # of hours worked daily and total for two week period.)															
3. TRAINING TIME (Do not fill in unless instructed by the PIC Representative.)															
4. TOTAL PAID TIME (Total work and training time)															

5. TOTAL ABSENT HOURS ☐ = # Excused ☐ + # Unexcused ☐
(Supervisor - Enter number of absent hours and number excused and unexcused.)

EVALUATION

SUPERVISOR - Please evaluate and comment on positive work performance as well as areas in need of improvement.

WORK MATURITY EVALUATION How did the employee perform in each area?	Acceptable	In Need of Improvement
Punctuality		
Reaction to Supervisor		
Interaction with Co-workers		
Safety, Equipment and Worksite Maintenance		
Productivity		
Initiative		
Work Attire/Grooming		
Other		

COMMENTS:

☐ ATTENDANCE RATING

☐ WORK MATURITY RATING

NOTE: PAYMENT CANNOT BE MADE UNLESS ALL REQUIRED SIGNATURES ARE PRESENT ON THIS DOCUMENT

Supervisor Signature Date

Participant Signature Date

This Participant has met minimum school attendance requirements during the time period indicated above.

Signature - School Representative Date

Current Address:

WHITE - CENTRAL (FINANCE) CANARY - FIELD OFFICE

EMPLOYMENT SKILLS PROGRAM AND DESIGNATED VOCATIONAL INSTRUCTION

Location:
Verona High School
300 Richard St.
Verona, WI 53593
(608) 845-6451

Contact Person:
Joel Newcomb
Verona High School
300 Richard St.
Verona, WI 53593
(608) 845-6451

Background Information

Objectives

The Employment Skills Program (ESP) and Designated Vocational Instruction (DVI) program focus attention on meeting the vocational, career, academic, and life needs of handicapped, disadvantaged, and other at-risk students.

Key Features

Key features include career education experiences, enrollment and support of handicapped students in mainstream vocational education courses, and the successful completion of vocational course sequences, including co-op, by these students. Employment Skills is considered a preventive program. ESP courses include Career Awareness (Grade Nine), Career Exploration (Grade Ten), World of Work (Grade Eleven), Career Decision Making (Grade Twelve), Independent Study (Grade Twelve), and On the Job Work Experience Program (Grade Twelve). They provide the students with career education and establish the importance of the school - work relationship.

Profile of Local Service Area

This project serves one small town/rural school district. The students represent all points on the socioeconomic continuum. The families of about 40% of the students are employed in farming or trades. During 1985-86, 579 total students attended grades nine through twelve, of whom 47 were special education students. During 1986-87, 613 total students attended grades nine through twelve, of whom 68 were special education students. Six hundred thirty-eight students are enrolled in grades nine through twelve for the 1987-88 school year, of whom sixty-two are special education students. The high school operates on a seven period day.

Staff Assigned to Project

Director of Pupil Services - 3%

From 1976-1987, William Conzemius held this position. He has spent 15 years in the field, and ten of those as Director of Pupil Services. His credentials include a Master's degree in Educational Psychology. Starting in the 1987-1988 school year, he assumed the position of elementary school principal in the Verona District.

The new Director of Pupil Services for the 1987-1988 school year is Dale Herbers. He has spent 16 years in the education field, including twelve years as Guidance Director at Verona High School. His credentials include a Bachelor's degree in agriculture, a Master's degree in guidance and counseling, and certification in educational administration.

ESP Program Coordinator/Designated Vocational Instruction Teacher - 75%

The ESP coordinator/DVI teacher has been in the field for eleven and one half years, the last six of those in his current position. In addition he serves as the Verona District's K-12 At Risk Coordinator, JTPA Coordinator, and instructor of students who are mentally retarded. His credentials include a Bachelor's degree in special education/elementary education, a Master's degree in special education, and teaching certificates from the Wisconsin postsecondary Vocational, Technical and Adult Education system in the following areas: Adult Basic Education, General Educational Development, Reading, and Goal Oriented Adult Education. He is also pursuing an Ed.S. degree in guidance, with an emphasis on administrative guidance and pupil services.

Guidance Director - 5%

The Guidance Director, Lloyd Hornbacher, served as principal of Verona High School for twenty two and one half years (through the 1986-1987 school year). His credentials include a Bachelor's degree in history, a Master's degree in guidance, and certification in educational administration. Beginning with the 1987-1988 school year, he became the guidance director.

Guidance Counselor - 5%

She has been in the field three and one half years, the last two of those in her current position. Her credentials include a Bachelor's degree in secondary education, English and French, and a Master's degree in counseling and guidance.

Principal - 1%

The Principal, J. Terry Downen, began his first year in the position during the 1987-1988 school year. He has been in the field of education for 17 years. His credentials include a Bachelor's degree in English, and a Master's degree in educational administration.

Financial Data

	1985-1986	1986-1987	1987-1988
PL 98-524 10% handicapped setaside	1,844	2,179	2,705
PL 98-524 22% disadvantaged setaside	5,612	4,200	1,696
Local funds:	7,456	7,553	19,200
TOTALS	$14,912	$13,932	23,601

Examples of how the 10% handicapped setasides were used in 1985-1986

The Perkins entitlements have enabled Verona staff to obtain information, materials, equipment, software, and assessment instruments. These purchases have helped students to access vocational programs more effectively and develop useful job related skills.

Purchases have included: review programs for the computer, cassette filmstrip presentations that highlight concepts and provide a better understanding of equipment, and slide packages that help in horticulture students identify and care for plants. In drafting, the CAD drawing systems help instructors illustrate specific concepts and provide reinforcement. Perkins dollars have also paid for the development and printing of vocational brochures that help school staff notify parents and students and market the vocational programs. One staff member purchased digital micrometers and a digital tachometer for use in the engines and metals programs. This equipment allowed special education students to measure accurately without worrying about manipulating micrometer sleeves and thimbles.

Examples of how the 10% handicapped setasides were used in 1986-1987

These funds were used to purchase consumer education materials, adaptive equipment, digital micrometers, a digital tachometer, safety instruction, instructional filmstrips, microcomputer software, and competency based programs. These funds also helped the staff to obtain the following: career speakers, typing tutors, entrepreneurship programs, measurement programs, microcomputer simulations in business, career awareness /exploration activities, vocational assessment, student transportation, program evaluation, and extended contracts for staff.

Examples of how the 10% handicapped setasides may be used in 1987-1988

These funds will help purchase the following: computer software, instructional filmstrips, vocational simulation activities, job acquisition/maintenance materials, supplemental texts on technology, consumer education materials (economics and money management), personal development/problem solving software vocational assessment instruments, equipment modifications, safety instruction, program evaluation, extended contracts for staff, and student transportation to job shadowing experiences and visits to postsecondary schools

Number of Special Education Students Served

High School	1985-1986	1986-1987	1987-1988 (estimate)
Mildly Mentally Retarded	5	4	4
Moderate/Severely Retarded	8	16	16
Learning Disabled	23	25	20
Seriously Emotionally Disturbed	19	24	22
Orthopedically Impaired (duplicate count)	1	1	1
Speech/Language Impaired (dup. count)	2	2	19
TOTAL SERVED BY THIS PROJECT	55	69	62

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986	1986-1987
8	23	7
9	7	16
10	15	8
11	17	13
12	8	16
Moderately MR	8	16

Estimated number of special education students served who also received assistance from ancillary agencies

Number of Students		Agency
1985-1986	1986-1987	
1	3	State/Federal Vocational Rehabilitation Program
28	12	JTPA funded program
2	2	Social Security Administration (SSI, SSDI)

Total number of vocational education courses completed by students served through this project

	1985-1986			1986-1987		
	Sem. 1	Sem. 2	Year Long	Sem. 1	Sem. 2	Year Long
Agricultural Education	14	23		36	32	
Business/Office Education	22	26		7	6	
Consumer and Homemaking Education	7	8		17	16	
Marketing Education	4	4		6	6	
Industrial/Technology Education	33	13		31	32	
Cooperative Vocational Education			11			12*
Specially Designed Vocational Program (ESP, DVI)	58 (incl. 4 co-op)	71		41	60	
Vocational English/Math				61	59	
EEN-OJT Work Exp. Program	___	___	1	___	___	2
TOTAL	150	157	12	206	199	14

*Duplicate count. All seniors received co-op vocational experience.

Average number of vocational classes taken during 1985-1986 by special education students per semester: 3.26.

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

Staff implementing the Employment Skills Program (ESP) and Designated Vocational Instruction (DVI) approach work closely with the special education, vocational education, and guidance departments to notify parents and handicapped students regarding vocational opportunities and support services available. The following illustrate how handicapped students and their parents are notified and integrated into vocational education prior to their transition to high school.

Grade Six Industrial Education and Home Economics

All Verona Middle School students including those with handicaps enroll in nine weeks of industrial education and nine weeks of home economics. In these survey courses, each student develops an awareness of each vocational area through hands on activities. Students learn about basic hand tools, materials, processes, safety, and the classes in each area that are available at both the middle and high school levels. Special effort is made to discuss career opportunities and future employment. Support is provided by the middle school vocational education and special education staff.

Seventh and Eighth Grade Industrial Education and Home Economics

Middle school students, including those with handicaps, are required to enroll in a course from either the vocational or art related curriculum. Students are notified by their respective vocational and special education instructors about the present and future vocational opportunities within the school system.

Specific Notification/Vocational Orientation of Handicapped 8th Grade Students

1. Class Scheduling/Orientation

   The guidance director provides information to all eighth grade students about the high school environment. The guidance department staff and the ESP coordinator/DVI make special efforts to meet with the handicapped students to answer specific questions and concerns they might have regarding high school requirements, elective opportunities, and life in general. High school and middle school special education instructors assist. Students are given copies of each high school vocational education department's brochure. Each course area is reviewed individually. Questions are answered during small group and individual interactions. This meeting occurs in February of the student's eighth grade year.

2. Eighth Grade Parent Orientation

   All parents of eighth graders are encouraged to attend a special high school orientation meeting in March to learn more about the high school and courses of study offered there. High school vocational brochures, college pamphlets, and Vocational, Technical and Adult Education (VTAE)

95

informational brochures are distributed to all parents who attend the meeting to inform them of future preparatory courses needed and transitional opportunities available. Efforts are made to invite parents of handicapped students to this meeting. In addition to the eighth grade parent orientation, parents of handicapped students receive copies of vocational brochures at initial eighth grade IEP meetings and at the first parent conference night which is held in late October or early November. Middle school special educators, vocational staff, and the guidance counselor are available to answer questions. Specific questions are referred to the appropriate high school staff persons.

3. Vocational Education Round Robin

   During eighth grade, prior to ninth grade scheduling, handicapped and non-handicapped students participate in a round robin conducted by the vocational education department. During the round robin, students tour each vocational lab area and observe first hand the high school shops and classrooms. Students meet the instructors, see a class in action, observe projects in progress, and ask questions. Students, staff and administrators have expressed many positive feelings about this experience.

Referral Process: Eighth Grade and High School

Employment Skills Program referral forms are distributed to middle school administrative, guidance, special education, and vocational education staff for the purpose of notifying the high school guidance staff and ESP coordinators about students' needs. (See Exhibit 11.) The form lists a brief description of the program, and outlines eligibility criteria. They include: exceptional education needs, poor grades, inappropriate attitude, poor attendance, and other extenuating circumstances. Referral forms are distributed to all high school staff members in September for the purpose of identifying students who are having difficulty in their classes, or during the school day. The referral process remains open throughout the entire school year. Referral forms are reviewed by the program coordinator and guidance staff. Teachers making referrals are contacted to obtain specific information about each student. Staff note whether or not teachers across several instructional areas are concerned about an individual student. Contacts are then made with the student and parent as deemed appropriate before services are offered. Involvement in the Employment Skills Program is voluntary. For the majority of the students, participation is strongly encouraged. (See Exhibit 12 for a copy of the ESP application form.)

Mandate Two: Assessment

Formal and informal assessment provide a program and instructional framework for the students, the vocational staff and the special education staff. The ESP/DVI coordinator, guidance staff, special educators, vocational educators, and a district psychologist are all involved in the assessment process.

The Verona School District also ensures that parents understand the informal aspect of the assessment process. Exhibit 13 illustrates the parental permission form used when students need an informal assessment.

The program utilizes a broad range of instruments to assist in the determination of the students' interests, aptitudes, abilities, and other characteristics. Specific instruments and the grade levels at which they are administered are outlined in Figure 3.

Figure 3

Vocational Assessment Instruments used by the
DVI Employment Skills Program and Guidance Department

Instrument	Grade	8	9	10	11	12
1. Armed Services Voc. Aptitude Battery				X	X	X
2. Values Appraisal Scale				X		X
3. Career Guidance Inventory				X	X	
4. Career Decision Making System				X		X
5. Occ-U-Sort			X		X	
6. Career Maturity Inventory				X		X
7. Test Your Own Career Aptitudes			X			
8. Vocational Guidance Survey			X			
9. Wisconsin Career Information System			X	X	X	X
a) WCIS Scan			X	X		
b) WCIS Prep					X	X
10. Career Scan IV		X				
11. Jackson Vocational Interest Survey					X	
12. Career Assessment Inventory			X	X		
13. Strong Campbell Interest Inventory					X	X
14. Myers-Briggs Type Indicator					X	X
15. Kuder General Interest Survey			X			
16. Multidimensional Aptitude Battery		Administered as needed				
17. Macquarrie Test for Mechanical Aptitude		Administered as needed				

Not all students receive all assessments listed for each grade level. These instruments are a menu from which the most appropriate are selected on an individual basis.

In addition to the formal paper-pencil assessment, students are interviewed by guidance, vocational, and special education staff to determine the student's perspective regarding his or her strengths, weaknesses, interests, personal opinions, and feelings about a wide range of topics. Parental input is strongly encouraged.

This information is combined with progress update sheets from the IEP's and evaluation data provided from middle school and high school staff and parents. The vocational instructors play an important role in assessment by evaluating students' skills in the lab. A vital aspect of the lab assessment includes the safe operation of tools and power equipment. These competencies are taught and their relevance to class, lab projects, and future employment is demonstrated. Assessment data are compiled into a Vocational Assessment Data Sheet. (See Exhibit 14.)

The Advisor/Advisee component of ESP allows the vocational instructor and student to communicate needs and progress in a positive non-threatening environment. The concept allows students an opportunity to develop their abilities and learn more about others as individuals. Information gained through this component is shared with the students other instructors to help improve instruction. Instructors file reports with the ESP coordinator once per quarter to assure that contacts are maintained.

The program is developing an Individual Education for Employment Plan (IEEP) to use for recording and communicating assessment data, vocational goals, objectives, post school goals, and instructional strategies. This document will serve as a record of students' vocational involvement and the competencies they developed.

Mandate Three: Special Services

Both direct and indirect support services are the meat of the ESP and DVI approach. Special education's expertise in teaching techniques and people knowledge combine with vocational education's expertise in what to teach and technical knowledge to make a powerful partnership in meeting the needs of handicapped students. The following illustrate methods of support provided to handicapped students at Verona High School.

Direct and Indirect Support Services

The DVI approach uses both direct and indirect support to help special education students develop vocational competencies. In this elbow to elbow contact, the DVI works directly with the student. Examples of support provided to handicapped students in Industrial Education include: teaching measurement skills using lineal and micrometer measures, reading tests, proctoring tests, assisting with the completion of daily assignments, and using basic hand tools.

In Consumer Home Economics this support includes taking the students to the grocery store to reinforce a "how to shop" lesson, assisting in units on budgeting, completing assignments and developing concepts through parallel instruction.

In Business Education this support includes using the Typing Tutor computer program to assist in developing speed and accuracy, helping motivate students in the class, and speaking to the business co-op class regarding the importance of developing positive human relations skills.

In Marketing this support includes going to the student's job site and teaching concepts such as stock rotation, facing shelves, basic math skills, or reading a shop manual. In addition, the ESP/DVI coordinator served as a driver and chaperone on a field trip to Chicago where he was able to assist in the reinforcement of marketing concepts.

In Agriculture this support included going on farm visits to learn how to test the moisture content in silage and help attach silo loaders. In the lab, the ESP/DVI coordinator assists in the review of lessons such as animal anatomy, or helps with the completion of reports and projects for Future Farmers of

America. In electricity, the ESP/DVI coordinator develops review sheets for the class that reinforce the concepts presented by the instructor.

Equipment Adaptations/Curriculum Adaptations

Vocational educators ensure that equipment, materials, and curriculum are adapted or modified in order to improve the handicapped students' access and potential for success within the vocational environment. For example, a physically handicapped LD student could not completely access the woods shop and drafting classes. The teacher had students construct a platform ramp so the student could reach the equipment. In drafting, the teacher designed and made a special drawing table which fit on the arm of the student's wheelchair. That student has successfully completed both Drafting 1 and Drafting 2. The DVI build a special workbench so physically challenged students could complete power mechanics, horticulture and other vocational courses. In Business Education, the staff focuses on developing concepts and skills that students can use to enhance their independence and apply in job settings. The staff utilizes alternative textbooks as necessary to ensure that students develop accurate skills. Students are treated as individual learners and are evaluated according to their individual abilities and the progress they make toward goals and objectives. Special units of instruction are developed and made available to handicapped learners in job settings and within the classroom. These curriculum modifications take into account the future needs of the student. One senior student during 1985-86 had a major portion of her word processing course redesigned to meet her needs. She is now able to use those skills on the job as part of her rehabilitation sponsored training.

Direct Support on the Job

The DVI approach includes direct support on the student's job site. In addition to helping students secure employment, direct support can give the student skills necessary to advance in employment.

During 1985-1986, Modern Kitchen Supply employed an eleventh grade mildly mentally handicapped student who was enrolled in the ESP-OJT work experience program. The employer requested that the student learn to operate vehicles with manual transmissions. The DVI provided this instruction using personal and company owned vehicles. Instruction also included showing the student where the delivery and warehouse sites were. Upon successful completion, the student advanced in his employment to a full time summer position in delivery and warehouse, while continuing in his custodial and maintenance position. Comments from the employer were very positive: "... is one of the most reliable and dependable employees that we employ. You can count on him...".

As a senior (1986-87), this student enrolled in the Building Trades co-op program and helped construct a house. In addition to construction skills, the student focused on reviewing the safe use and operation of all hand and power tools related to building construction and woodshop. After school, he maintained his ESP-OJT employment at Modern Kitchen Supply (MKS). Upon graduation he worked full time during the summer laying out cabinets for construction. He then enrolled in the wood techniques program at Madison Area Technical College. MKS has tentatively offered him future full time employment.

93

Vocational Advocate/Follow-Up Support

The DVI and special education staff support a strong vocational program for all students. The special education department advocates that their students complete vocational courses and course sequences that will lead to regular vocational education co-op placements. During 1985-86, EEN and ESP students participated in all regular education vocational co-op programs. Some of these placements were independent, while others required closer supervision and support by the DVI/ESP coordinator. As part of his involvement with the co-op program, the DVI accompanied the vocational instructors to the job sites to monitor students' progress and help teach job skills. In addition, 11 students were supported on job sites as part of the Employment Skills Program's On the Job co-op.

The special education staff and DVI contact the vocational staff weekly and bi-weekly respectively to monitor students' progress and provide appropriate support services. Concepts are reinforced and taught using parallel instruction in the vocational math, vocational English, and vocational resource classes.

Home Visitations

Another aspect of support comes through home visitations. The DVI and guidance director visit the students at home to discuss their behavior, attitude, progress and vocational/social development with their parents and guardians. On occasion, staff go to the home of students who consistently oversleep, pull them out of bed, and take them to school.

Alternative Program

For students who require an alternative school program, the guidance director, special needs instructors, and ESP coordinator work with the student, parents and administrators to arrange for enrollment in the Madison Public School's "School Within a School" program. This program takes the place of Verona's program during the student's junior and senior years. Upon successful completion of this program, the student receives a Verona High School diploma. If access to this program is not possible, administrators, guidance staff, and the ESP coordinator develop alternative programs within Verona High School. (See Exhibit 15 for an illustration of Verona's "Student Learning Agreement".)

Summer Employment

Summer work experience is another important aspect of the program's support services for handicapped students. The ESP coordinator directs efforts to help Verona's handicapped students acquire summer work experience through Dane County JTPA sponsored programs. For the past several years, Verona's handicapped students, ages 14-21, have obtained paid job experiences in non-profit settings. During the summer of 1986, 28 handicapped students participated in the program. The ESP coordinator supervises, evaluates, and assists students and employers throughout the summer. During the summer of 1987, 13 handicapped students participated in JTPA's Title IIB program. The reduced number was due to federal reductions in funding for the Title IIB program.

The 1987 summer program provided support services both on the job and within the classroom. Students spent a majority of their time working at job sites. The students received classroom training prior to and throughout the work experience in order to explore career options and develop basic competencies necessary to obtain employment. Students received credit for their summer experience.

Classroom Training included career assessment, career exploration and awareness, employability skills (finding job openings, writing letters of application, and filling out application forms), interviewing, maintaining employment, and basic skills instruction.

In providing job site counseling, the DVI/ESP coordinator worked with students and employers to ensure a positive work experience for both. This included follow-up conferences with parents.

Other tasks performed by the DVI/ESP coordinator included assisting with JTPA intake, assisting the JTPA job developer in developing private sector worksites, assisting in developing public worksites, and providing classroom training and on the job supervision for Verona JTPA eligible students.

The Dane County Private Industry Council funded the 1987 summer program (6/10/87 - 8/10/87) for $3,000. This included a total staff salary of $2,500, and fringe benefits of $500.

Support Notification - Final Support Comments

ESP seeks to provide support for students who need it, both handicapped and non-handicapped. ESP finds students who need support through the referral process. Once identified and placed in the program, students receive support through the advisor/advisee program. (See Mandate Eight.) Support to staff include notifying the vocational teachers of enrollments, assisting with the selection of advisors, assisting with skill acquisition, parallel instruction, behavioral intervention, transition assistance, and job placement.

Mandate Four: Guidance, Counseling and Career Development

The guidance staff have been invaluable to the Employment Skills Program and Designated Vocational Instruction approach. They share a philosophy that values the importance of vocational/career education, support, and life skills developmental activities which enable handicapped, disadvantaged, and other at risk youth to succeed in the academic, home and community environments. Although ESP is a "preventive" program, the ESP coordinator and the guidance department staff at times assume an interventive role.

For example, the Guidance department advocates for specific placements in classes that will enhance handicapped students' overall skill development and positive self concept.

The guidance director is an active member of the ESP/DVI advisory committee. His interest, enthusiasm and expertise are shared in setting agendas, providing scope and sequence to the program, and helping evaluate the program's effectiveness and needs. Furthermore, the director helps implement suggestions made by the committee.

In addition to taking a leadership role in the eighth grade student and parent orientation, the guidance director meets with all handicapped students in grades nine through twelve individually to assist in developing class schedules. He provides information regarding classes and instructor expectations, alternatives, and adaptations that are available if needed.

The director serves as a resource person at IEP and Multi-disciplinary Team (M-Team) meetings and encourages the use of the IEP in providing the best possible programming for EEN students. Suggestions have included utilizing the agriculture courses for ninth and tenth grade science and using the Home Economics-Consumer Education/Contemporary Living classes as substitutes for senior social studies. Scheduling suggestions are based on student assessment results - a responsibility shared with the guidance department.

The guidance director is a leader in the area of program support. He assists in curriculum development in all special education class areas, including Employment Skills classes, and across the entire regular vocational education curriculum. Development of students' competencies and positive self images are priorities in any curriculum changes.

Credit checks and progress checks are run on students each semester to monitor performance at each grade level. Deficits are discussed and outstanding progress is reinforced on an ongoing basis.

Sometimes the special education staff must utilize the counselor's services to help students overcome behavioral and emotional barriers. The counselor takes an active role in working with the student, parents and staff to find a positive resolution to difficulties.

Handicapped students are very comfortable with the guidance staff and use an open door policy to seek assistance with personal matters. These cover a wide continuum including family/peer relationships, drug and alcohol concerns, assistance in obtaining employment, and tutoring assistance. The program's success has been greatly enhanced by the support and involvement of the guidance department.

Mandate Five: Counseling for Transition

Students are scheduled individually into vocational and academic courses. Students are encouraged to enter vocational courses and complete course sequences that relate to assessment data. All handicapped, disadvantaged and other at risk students receive credit checks in February of their junior year by the guidance director and ESP coordinator. Students are counseled individually concerning their needs, progress toward enrollment in a vocational co-op program and graduation. Information about the following transitional options is available: military, VTAE, college, employment, business training, and the linkages established with DVR, Goodwill and Madison Opportunity Center. In addition, students shadow jobs at potential employers and visit university, VTAE programs, and others as appropriate. Identified students with multiple needs are seen by the Director of Pupil Services to ensure that staff sustain a coordinated effort through that student's graduation and transition into the world of work. Contacts are made every week with parents and students to follow up on progress and needs.

The guidance director and ESP Coordinator/DVI meet with parents, students and vocational instructors to review credits, goals and objectives, and to establish senior year direction. Enrollment in a regular vocational co-op or Employment Skills On the Job Work Experience program is explored. Appropriate support service is provided for those students who desire employment or an OJT Work Experience.

Staff assist students who wish to contact postsecondary vocational training programs to secure information regarding courses of study, support services available and application requirements. Staff also help students apply if necessary.

Some seniors look to the military as their post-school option. The program strives to maintain contact with recruiters representing the Army, Army National Guard, Air Force, Air National Guard, Marines, Navy, and Coast Guard. These contacts provide recruiters with an opportunity to present information about their respective services and specific career options available. This information takes into account the students' Armed Services Vocational Aptitude Battery Assessment (ASVAB), vocational interests, skill development and experiences. We neither encourage or discourage the military. Rather we provide the opportunity for the student and parents to make transition decisions regarding the military option based on correct information.

Some Employment Skills students have needs which cannot be met within the local system. Examples include the student who requires a more flexible and alternative total school program and those students who desire the G.E.D. alternative. During 1985-86, Verona, in cooperation with Madison Public Schools "School Within a School" program, placed three students in the program. As a result of the placement, the two seniors completed their high school requirements and were awarded Verona High School diplomas. The junior completed his senior year (1986-87) and graduated with his classmates in May of 1987.

The ESP coordinator, guidance director, special needs staff and parents try repeatedly to provide alternative programs within the school environment for students who have credit shortages. These students are made aware of the deficit during the junior year and throughout the senior term. For example, at the end of the first semester of the 1986-87 school year, one student refused the offer for instruction in G.E.D. and one accepted, but did not follow through. These individuals had a long history of lacking intrinsic motivation to succeed in school. While both were pleasant, one had continuous contacts with the legal system and local detoxification center for drug/alcohol concerns (including two DWI arrests in two years), and the other simply chose to enjoy the experience, saying "I'm here to learn and grades are of no consequence." Both students were employed full time and contacts were made during the summer and fall of 1986 to encourage either a return to high school to make up credit deficits or arrange for G.E.D. completion. Follow-up data show that the students came back. One completed his diploma requirements, and the other completed his G.E.D. requirements.

Finally, for those students who need transition support services upon graduation, the program serves as the liaison between community and state agencies such as the Division of Vocational Rehabilitation, Goodwill, Madison Opportunity Center, group homes, and the Dane County Community Support and

Health Services Department. Representatives from these agencies are invited and encouraged to participate in multi-disciplinary team meetings and IEP meetings throughout the year to help develop appropriate transitional plans. In this way, a smoother transition is made from the secondary school to postsecondary options.

Mandate Six: Equal Access

All vocational programs are available to all handicapped students. Each handicapped person is viewed as an individual capable of being integrated into each vocational class. Counselors, teachers, and the DVI/ESP coordinator encourage students to explore vocational areas and expand their talents. Students may choose to exclude themselves from vocational areas in the same way they exclude themselves from general courses of study within the curriculum. The number of handicapped students integrated into vocational classes compared to the total number of handicapped students indicates both an interest in this course of study and a high success rate. Individual special education students averaged 3.26 periods of vocational education courses out of a seven period school day during the 1985-86 school year. They received passing grades 94.7% of the time. The post school rate of full time employment for students over the past four years is nearly 95%.

Mandate Seven: Least Restrictive Environment

The least restrictive vocational education courses available to every student at Verona High School are the regular vocational courses. Adaptations and modifications are made on an individual basis in these classes to assure that handicapped students develop vocational skills. All secondary learning disabled, mildly mentally retarded, and emotionally disturbed students (EEN students) are integrated in regular vocational programs. During 1985-86 the 47 EEN students were integrated into a total of 307 individual vocational enrollments. Horticulture and industrial education classes have been established in 1986-87 for moderately mentally retarded students who are unable to be completely integrated into the regular vocational curriculum. These classes are taught by regular vocational education teachers and students are given the opportunity to be integrated in the regular vocational curriculum if it is in their best interest. Support is provided by the entire special education staff, when applicable, using DVI concepts and methodology.

Mandate Eight: Vocational Education/Special Education Coordination

The spirit of communication and inter-departmental cooperation is very strong at Verona. The following examples illustrate Verona High School's coordinated efforts between vocational and special education.

Multidisciplinary Team and IEP Meetings

Because of the strong vocational emphasis in the student's schedule (an average enrollment of 3.26 periods of vocational classes per EEN student in a seven period day), vocational educators have developed a strong awareness of special education students' needs. Vocational educators are participating and contributing members of students' multidisciplinary teams. Vocational educators, working with their special education counterparts, develop goals, objectives, instructional strategies, modifications, adaptations and evaluation criteria to ensure that students attain vocational competencies that will enhance future vocational development, employment opportunities and life success.

IEP's are developed at the beginning of the student's vocational enrollment and are updated as needed. Efforts are made to utilize vocational education curriculum competencies. M-Team meetings are held every two to three years to monitor current needs and meet PL 94-142 requirements. (See Exhibit 16 for the IEP used in Verona.) (See Exhibit 17 for an attendance sheet used to document staff participation in these meetings.)

Departmental Goals Sheets

Each vocational education and special education teacher is strongly encouraged to fill out individual goals sheets to establish personal direction in meeting students' special needs. The goals focus on the establishment of a realistic objective for the year, and answering the questions: "Where am I now?," "Where do I want to go?," and "What do I need to do to reach my objective?"

Advisory Committee

The Employment Skills Program and Designated Vocational Instruction approach utilize an advisory committee to establish program direction and evaluate its effectiveness. Committee members include representatives from administration (Principal, Director of Pupil Services), vocational education (Local Vocational Education Coordinator and vocational staff person), guidance and counseling, school board, Division of Vocational Rehabilitation, Goodwill Vocational Services, (voc-tech liaison), University of Wisconsin Vocational Studies Center, parents and special education (ESP coordinator/DVI/At Risk Coordinator).

Vocational Education Department meetings

Vocational education department meetings are held monthly throughout the school year. Agenda items are developed by the Local Vocational Education Coordinator (LVEC), district curriculum director, ESP coordinator, and other vocational staff members. The purpose of the meetings is to discuss issues related to the provision of quality education for all students, including the special needs students. Topics such as scheduling, promotion, needs and program development are also discussed.

Employment Skills Program Advisor/Advisee Component

The ESP Advisor/Advisee component allows the "at risk" students and vocational instructors to work together on an individual basis. The vocational advisor's role includes getting to know the student better (interests, hobbies, school activities), discussing career and job interests, monitoring school progress, and relating class instruction to future careers. The students benefit from the advisor's attention by being more successful in school, making more appropriate career decisions, and getting job experience. The ESP vocational advisor role can be summarized as follows:

1. Get to know the student's interests, hobbies, and school activities.
2. Discuss his or her career interests, present or past jobs, or if he or she is seeking employment.
3. Ask the student how he or she is doing in other classes. If a student expresses a need for help, suggest the appropriate person to see.
4. Help advise the student on course selection related to his or her career interest.
5. Help relate what the student is learning in your class and others to future employment.
6. Refer the student to the guidance counselor or other school personnel if such help seems appropriate.
7. Consult with other teachers or school personnel when appropriate.
8. Meet with student four times each semester, at progress report time and at the end of the quarter to discuss progress.
9. Provide information to the ESP coordinator about the student's progress.

Individual Planning and Inservice Training

The ESP coordinator/DVI, special needs staff and vocational staff monitor students' progress in vocational classes. Contacts are made as often as necessary (daily, weekly, bi-weekly) to assure that progress is being made. During these contacts, staff discuss strategies to use in helping students learn concepts. The vocational educators also describe the vocational competencies that students are learning. The competencies are related to IEP objectives and assessment data. This blending of Special Education's "How To" and people knowledge and Vocational Education's "What To" and technical knowledge provides a solid foundation for effective programming.

Division of Vocational Rehabilitation and Other Agency School Linkages

When students require DVR's support and involvement, counselors from that agency work with the IEP and M-Team committees to discuss how they might provide services. VR's involvement complements the life/vocational-career emphasis of the school's program. Special educators, vocational educators, and parents attend these meetings to provide a total picture and assessment of students' abilities and interests. This, combined with DVR data and work evaluation information, enables educational activities to occur in school that will enhance transition, while developing a transitional bridge to meet the student's needs after high school.

The ESP coordinator maintains contacts with agencies providing services funded by Dane County that are available to meet the needs of handicapped persons.

Evidence of the Project's Effectiveness

Students' Performance While in School

Grades Received by Handicapped Students in Vocational Classes

	1985-1986			1986-1987		
	Sem. 1	Sem. 2	Total	Sem. 1	Sem. 2	Total
A	5	9	14	3	12	15
B	36	34	70	53	48	101
C	62	67	129	95	76	171
D	40	38	78	47	57	104
F	4	7	11	6	4	10
NM	1	1	1			
W	0	4		2	2	4

Total 307 enrollments, 94.7% passing   Total 405 enrollments, 96.5% passing

1985-86 Overall School Drop-out Rate

Five hundred seventy-nine students enrolled in Verona High School, and three dropped out (one non-EEN) for a dropout rate of .3%. All three dropouts were persuaded to return to complete their diploma requirements. One received his diploma in November, 1986, and the other two received theirs in May, 1987.

1986-87 Overall School Dropout Rate

Six hundred twenty students enrolled in Verona High School during the 1986-87 school year. One dropped out, for a dropout rate of .16%.

Post School Status of Former Students

Students are followed up at three months, six months, one year, three year, and four year intervals. These students are also contacted as part of the five year vocational education follow-up done by Verona High School's vocational coordinator. Students are contacted by phone and mailings. When necessary, the student's parents and employers are contacted to verify the data. These surveys are conducted by the ESP coordinator and the guidance director. See Figure 4 for a summary of recent follow-up studies.

Figure 4

Post School Follow-up Study of ESP Students
from the Verona Graduation Classes of 1983, 1984, 1985, and 1986.

Full time employment is considered to be a minimum average of 35 hours per week of employment.

Class of 1983

1. She is employed full time as a Welder at Carnes.
2. He is employed full time as a Security Guard at Tri State Security. He has taken classes in criminal investigation at MATC, and is a member of the Wisconsin Air Guard-Security.
3. She is employed full time at Engineering Plastics.
4. He is employed full time as a Bus/Dishperson at York Steak House.

Employment Rate: 100%

Class of 1984

1. He is employed full time as a welder at Vatco Pruden. He has completed a one year welding program at MATC (minus the communications course).
2. He is employed full time at Home Farm.
3. He is employed full time as a welder at Carnes.
4. He is in the U.S. Navy.
5. She is employed full time as a housekeeping employee.
6. She is employed full time as a homemaker.
7. She is in the U.S. Navy.

Employment Rate: 100%

Class of 1985

1. He is employed full time as a maintenance person at Cub Foods and part part time as a dishwasher.
2. He did not graduate from high school. Efforts to persuade him to return return to complete his remaining 1/2 credit deficit were unsuccessful. Employment status: employed as a carpet layer and construction worker.
3. She is a full time student at the University of Wisconsin-Platteville in the accounting program.

Figure 4, contd.

4. He is employed full time in auto body work.

5. He is employed full time as a maintenance person at Verona Elementary School.

6. He is employed full time as a head waiter for Capital Hill Supper Club, Club, and is a part time student at MATC.

Employment Rate: 84%

Class of 1987

1. He is employed full time for the summer at Modern Kitchen Supply, and enrolled at MATC for the fall 1987 semester in the wood technics program. He is the recipient of a Bass Memorial Scholarship.

2. He will continue his employment at KPT Florists for the summer, and plans to enroll at MATC in the auto body and auto mechanics programs.

3. She is employed at Millers part time, and is enrolled at MATC in the college transfer program (Fall, 1987).

4. He is contemplating his enlistment in the Military, or will enroll in MATC.

5. He is placed in an ESP-OJT at Poor Richards 76 and enrolled at MATC in the auto body program.

6. She is employed at Ponderosa and will complete high school graduation requirements in January, 1988. Her plans include employment.

7. Readmitted second semester to complete outstanding graduation requirements in Math and English. He graduated in May, 1987. He found a job on his own, in the Assistant Manager Training Program at Hardees.

8. He completed graduation/diploma requirements through the GED Program. He He was issued a Verona High School diploma on May 30, 1987. He was unemployed, but became self employed - T-shirt design.

9. He is employed at the Town Pump Pizza as a delivery person. His goal is employment in construction (Montana).

10. He is employed at Brunsell Bros. Lumber. His transition plan includes continued employment at Brunsell.

11. He is employed at Pizza Hut. His transition plan includes moving to Denver, CO with his family to pursue employment in the construction field or training in Cable-TV operation.

12. She is employed part time at The Barbers. Her transition plan includes full time employment upon graduation and possible VTAE training in the police science/criminal investigation program.

13. He was placed at Verona Autobody through the ESP-OJT program. He was terminated. Now he is employed part time at Pizza Hut and enrolled at MATC in the auto body program (Fall, 1987).

14. He is enrolled at MATC in the welding program for the Fall of 1987.

Additional Information

The following statements are based on information collected by VSC staff during a site visit to the ESP/DVI program during the Spring of 1987.

What Role Did You Play in Starting This Project?

Marketing Instructor

In 1978-79, a team of staff met for one year trying to decide on components of what evolved into the Employment Skills Program (ESP). When Maggie Rathert, the marketing instructor, was hired for the 1979-80 school year, she was included on this team. She was initially employed half time. She had planning time to set up the marketing program and ESP. Semester one of her first year was all planning time. During semester two (1979-80) she taught one section of marketing, but had no ESP student meetings or classes. She and the other planners worked during 1979-80 to develop curriculum. They looked at three models and used them as sources of ideas. The ESP was designed by this group during the Spring of 1980. During the 1980-81 school year, staff were informed of the program and made referrals to Maggie. To introduce the program, Maggie made a presentation to the whole staff. She then held meetings about every six weeks with the vocational staff for the rest of the 1980-81 school year. She wanted them to know the ESP curriculum, and wanted their involvement as advisors. These meetings took place after regular school hours at no extra pay. They did get extra pay for one to one sessions before school and after school to provide students with advice and help. This extra pay lasted three years. She also conducted a summer inservice (1981) about writing/designing tests for ESP/EEN students, modifying curriculum and developing individual learning packets. Teachers still use these packets. Robert Schulthes (IL) was here for a one and one half day inservice. Participants set goals for rewriting curriculum, then developed it together. They were paid for three curriculum writing days plus the two inservice days. Joel was hired for the 1982-83 school year, took over ESP, and added DVI. Maggie reviewed all 55 students, procedures, and planning with Joel during semester one of his first year in Verona, but he was the ESP coordinator immediately, and Maggie was formally assigned only to marketing.

Former Guidance Director

The LVEC during that period (Farris Harrison) and the guidance counselor, Dale Herbers, worked with Maggie Rathert, the Marketing Coordinator and others in the early 1980's to start ESP. Dale helped identify students, and assigned advisor/advisees. Maggie taught ESP classes before Joel was hired. The whole first year was a trial period. Maggie was also starting the school's marketing program at the same time.

Former Director of Pupil Services

Bill came to Verona 12 years ago. He felt the need to develop a guidance curriculum so they could teach students what guidance was, rather than waiting in the office for students to come in. He also teamed across buildings - primary, middle, and high school. Bill saw that students needed options. The LVEC, the pupil services director, EEN teachers, and counselors planned to do something about this. When the DVI approach started in Wisconsin, Bill liked it. When Joel applied for a vacant special education position, he was hired. Joel set up communication between the vocational education and special education teachers. Joel got more money for teacher inservices and materials to use in making adaptations. Bill helped develop the ESP advisor-advisee component. Each staff would take between one and five students (from a total of 50) and "own" them for one year.

What is Your Present Role in Sustaining This Project?

Former Director of Pupil Services

Bill spent between five and ten percent of his time helping sustain the project by encouraging teachers and providing support. Bill helped them realize how important they were in dealing with at risk high school students. During the 1986-87 school year, Bill also had two advisees. Bill met with them, their parents and their teachers regarding how they are doing. Other Staff working with advisees included the LVEC, counselors, teachers, vocational instructors, special education teachers, and the psychologist. Bill helped an advisee tour possible career sites such as the airport or MATC. He met with each advisee once per month on the average, or as needed. He contacted teachers via forms once per quarter/semester near the end. He met the parents about once every two months.

Joel's ESP classes are very helpful. Students get credit for learning about career decisions, attitudes, and job behaviors they need to succeed. The classes are considered electives. Only rarely does a student refuse to be in an ESP class due to perceived stigma. Regular education students get some of this career preparation in economics, English, and social studies classes, but not nearly as comprehensively.

Director of Instruction

In helping to sustain this project, Linda is liaison with the school board and the superintendent. This includes a show of endorsement - e.g., a memo to the vocational staff and to the school board several times per year. Joel works through her to set up inservice sessions, including summer curriculum work. Joel also communicates with the superintendent in person and by memo. Joel wants the ESP/DVI effort to be seen as part of the whole curriculum. Linda is very confident in Joel. "I support what he does. Find good people, and let them do the job."

Marketing Instructor

As the marketing coop teacher, Maggie advises two ESP co-op students. There are 25 students enrolled in the marketing co-op program. Joel goes with her on co-op visits and on parent visits during the summer. If students don't need intense support, they are Maggie's responsibility. Joel keeps her informed regarding mutual students, and suggests different approaches to test taking curriculum adjustments and so forth. She gives her two advisees special attention. Joel asks her about their progress periodically. She meets with them as their advisor every 10 days/two weeks. She may meet for one hour after their last class. She also does more co-op calls and phone calls to them than to non ESP students. (See Exhibit 18 for a copy of Verona High School's Cooperative Education Training Agreement.)

Home Economics Instructor

She is involved in the advisor-advisee part of the program. She has one advisee who is in her class daily. She tries to do advisor/advisee interaction once per month, as well as provide daily attention in class. She has recommended two students for the ESP during 1987-88. She had 16 ESP students during semester one, 1986-87, and 12 during semester two. In her consumer education class, ten of twenty two were EEN students. On an average, one third of her class were EEN students. In the last hour class, eight of ten were ESP students.

Industrial Education Instructor

He works closely with Joel and gives ESP students extra attention, one to one (whenever possible) or in small groups. Much of this interaction comes during preparation hour and after school. He has them work in small groups to minimize competition. There is no stigma problem. He sets his high school expectations early - when the students are freshmen. He sees growth in students. In their junior year, students take metals and welding. In their senior year they take one metal fabrication course (job related), with more emphasis on skill building. Gerald is also an advisor to ESP/EEN students. He feels that a maximum of two or three advisees per year is best. Last year and this year he has had four advisees. He talks with them individually during class, before school, and between class, or they seek him out.

He also talks to them individually after an incident. All are in at least one class he teaches. He sees them daily, and talks to them on an average of once a week in a one to one setting. There had been funds available for tutoring, and this was an incentive to spend post school time with students. Extra pay was also an incentive for him to become involved with the advisor/advisee program. Gerald didn't need Joel's help much this year. Joel was very helpful in years past when Gerald had large numbers and Joel could come to his classes. It is hard for someone who is not familiar with metals to do this intermittently. An aide arrangement would be very helpful.

Teacher of Students Who are Moderately/Severely Retarded

Joel gets JTPA summer program funds for moderately/severely mentally handicapped students also. She and Joel work together setting up job sites. Susan talked to the Dane County Parks department regarding a project. Her students will plant flowers at the Dane County Home. Joel may put some of his students on this job site also. She will then supervise them also. If some of her students want a different job, Joel will supervise her students. In 1985 and 1986, JTPA covered the students' wages for summer work. For 1987, Joel's slots were reduced from 26 to 13. Two or three students who are moderately/severely retarded got summer jobs in 1987.

In class, she has two aides for 12 students. One aide is the in-class aide. The other aide does job coaching at ten work sites in the Verona area. The job coach works full time with two or three groups of students per day. Job sites include a motel, restaurant, manufacturing plant, and grocery. Each student works three hours per week for six weeks per semester. There are three paid positions among the ten. The restaurant pays three persons a total of five dollars per hour. This is then divided by three to determine individual wages. She has four students from MATC's occupational therapy program to help supervise job sites for students who are moderately/severely retarded.

Business Education Teacher

She works with ESP students in record keeping, typing I, and other classes. If ESP students are interested in the business area, she and Joel work on placements in relevant courses, including the co-op course and community job sites. She is an ESP advisor to students. She has more advisees this year, but usually has between one and three.

Agriculture Instructor

ESP/EEN students are put in agriculture classes on basis of their interest. The agriculture teacher works with Joel on setting competency levels and grade requirements. Feron is very willing to work with EENs if he gets outside support. In his animal science course he has nine special needs kids that he could use more help with. There are 26 total students in this class, including one moderately mentally handicapped student who is auditing the class. ESP/EEN students are in all classes he teaches - three or four per course. "With sufficient help, the DVI approach is an effective approach." He has a computer and filmstrip to use for review, but for EEN students, even a review must be supervised.

The vocational staff meets monthly. The meetings include ESP/DVI coordinator. Feron works as an advisor to eight ESP students who are in his agriculture classes. He includes them in FFA, talks with them before/after work. His work day is often 7:00 a.m. to 9:00 p.m. ESP students work on all parts of FFA. "One student sold $2,000 in fruit but could hardly speak or write." Feron still insists on projects. Some enter speaking and judging contests.

ESP/EEN student projects include dairy, sheep, beef, horses, and small animals (bees, rabbits, dogs). Most break even financially. Some use a bartering approach. Several work on their family farms. He has six jobs for the summer (1987) that he can't fill.

There is no problem regarding their acceptance by other students. The better students make ESP/EEN students feel a part of the agriculture department, and Feron won't tolerate kids picking on each other. He uses no formal peer tutoring. "EEN students are in all aspects of agriculture".

Work Experience Coordinator, Employment and Training Association

This individual works for The Employment and Training Association (ETA), a community based organization that operates programs funded by the Job Training Partnership Act. During the winter, she targets schools that have strong vocational programs. In Verona, she augments Joel's job development efforts.

She works with a maximum of 30 JTPA Title IIA students in Dane county, three of whom are from Verona. Her Executive Director gave her ten percent of JTPA adult funds to use for youths. In the summer of 1987, they added an Experience Based Career Education (EBCE) program to the summer work experience program. EBCE looks at job clusters. Each student looks at one cluster per summer, in addition to working at a specific job, or shadowing another worker. Each student can participate in 180 hours per summer of work, EBCE, or both. Each gets paid $3.35 per hour for all components.

She hopes Joel will have 13 JTPA Title IIB spaces this summer (1987). Joel is subcontracting from ETA. She and Joel develop individual contracts with students if they have problems in class performance or attendance so they can learn to qualify for a job. She, Joel and the student sign this contract. She helps Joel during the school year by coming as needed (several times per week to once every three weeks) in order to reinforce the importance of attendance in school and relate this to a future job. Officially three Verona students are her JTPA participants during the school year, but she worked with a total of ten from Verona. She obtains one to one feedback from summer work students and routes them into permanent placements. Officially, she can serve JTPA IIA youth only once. Title IIB students can be served more than once.

She spends little money for the Title IIA portion. Costs include her salary and $3.35 per hour for students, and a workers' compensation policy that covers the students. In Verona, she can pay for up to ten hours per week per student. Joel monitors them daily. Joel incorporates into the ESP courses the competencies she wants these students to learn.

What are the Key Factors That Make the ESP/DVI Project Effective?

Principal

1. Someone must be hired who has the time needed to do it.

2. The structure of the ESP classes (grades nine through twelve) that Joel set up with Dale Herbers supports this effort.

3. Vocational teachers help by identifying students whom the project can help, and serving as advisors.

Director of Instruction

1. The close attention given by Joel to students who have problems is critical. This forces students into a future oriented posture, gets them to look at their strong points, and visualize how they will fit into the world after high school. This is a good model for regular education to use in order to avoid teaching isolated skills in isolated settings.

2. The project builds self esteem in students.

3. Joel builds up the vocational curriculum and shows teachers the importance of the skills they teach.

"All regular education teachers should look at how vocational teachers never teach a skill without showing how it is applied, and then applying it. Joel is a master communicator. He minimizes the danger of a one-person program and gets others involved in ownership."

Former Director of Pupil Services

1. The teachers are involved. They are highly motivated and have a great work ethic. "Once I had to tell staff not to come to a Friday afternoon meeting after work. Too many wanted to help."

2. To set up a similar program, a school must have administrators and regular education teachers who are flexible, rather than saying "If we do this, what will we do for others?" or "Aren't we doing enough?" They are willing to allow non-uniformity in what kids must do. Teachers say "What do you want me to do?" Some might use the Orton Gillingham method and give students credit in English. "They are willing to continually provide options, and not write anyone off."

3. The superintendent allowed Bill (the Director of Pupil Services) to do what he must do. He allowed disagreement and gave Bill freedom. For example, Verona may give social studies credit to a student who failed a course and is drug dependent if that student attends a drug dependency program. Such a student could also get one to one English instruction from an English certified teacher aide. Bill arranged with this student's dad to use the dad's business as the kid's work study site. "Never say never."

4. High school guidance people are pivotal in making programs work. A program loses something if they are responsible only to the principal. Bill evaluated their job performance and developed their budget. They reported to him. Bill had all counselors involved in K-12. He changed their job descriptions to eight through twelve and five through nine, vs. five through eight and nine through twelve, meaning they must work in other environment if needed. Counselors must all meet and give him one set of needs at budget time.

Marketing Instructor

1. Communication between the ESP/DVI Coordinator and the vocational education staff is critical.

2. Funding (Perkins 10% set asides) to help purchase materials and conduct inservice training is very important.

3. A sense of involvement/ownership on the part of the whole vocational education staff is very important.

Learning Disabilities Instructor and Behavioral Disabilities Instructor

1. The program is a motivator for students who would otherwise quit.

2. The program allows student to spend two or three years with one teacher, and learn to develop relationships with adults.

3. It addresses student frustration and allows them an opportunity to succeed.

Guidance Counselor

1. Administrative support from the special education director, principal, superintendent and school board is critical.

2. Appropriate referrals from teachers, their help as advisors, and individualized programs/instruction are very important.

3. Community involvement - job shadowing experiences, employers who speak to classes and provide worksites - is also very necessary.

4. General student awareness of programs is also a factor. It is described in the curriculum guide. It is described in the student handbook. Eighth graders and their parents are informed during the "Round Robin." Individual students are contacted by Dale or Joel. It is presented at faculty meetings.

5. This is not a single-person program, but a team effort.

ESP/DVI Coordinator

1. There is a shared philosophy among staff: communication, cooperation, and commitment.

2. There is a shared ownership of students and advisor support.

3. There is a shared commitment to serve students needs not the label. People do what needs to be done to make it work.

Business Education Instructor

1. Coordination with Joel and his help in understanding students' limitations and needs are crucial.

2. Joel's cooperation with job placement is very important. Joel goes with her to employers to explain what a student can and can't do. At first, employers were a bit apprehensive, but after she and Joel explained students' interests, the courses they took, and the students' limits (a little slower, needs to be prodded for accuracy), employers were cooperative.

3. The program format provides teachers with an opportunity to vent regarding why students react in certain ways, and get ideas about what to do. Joel

gives emotional/technical support. He does not dump students into business classes.

Home Economics Instructor

1. The cooperation we get from Joel, his support, and suggestions about test construction/design are very important. Joel explains students' weaknesses in a useful way.

2. The opportunity to have time during the summer to revise curriculum to help ESP students (e.g., develop study guides) is very helpful.

3. Joel, Polly and Mona help her by reading and interpreting tests to students. The student (not the teacher) notifies Joel ahead of time, and arranges for special test help. If a student does not make special arrangements he or she can't get special help. If special help is arranged for, the student reports to the home economics class for roll call, then goes to Joel's room. Joel receives a copy of the test.

4. The progress checks that she fills out are helpful even if they take extra effort. Joel gives her written and in-person feedback regarding students' strengths and weaknesses.

5. It has been very helpful to have Perkins funds to buy instructional materials.

Speech/Language Instructor

1. The program provides a Community focus for students - job shadowing, learning about working. ESP gives students the security to go out into the community and try new experiences. Joel is the bridge. He prepares employers and supports students. Students are willing to try new things even though they have a history of failing.

2. The program allows students to get in touch with their own strengths, weaknesses, interests, goals and how these tie into ones vocation.

3. An outstanding staff operates the program. They work hard and are interested in students as people. The staff have an attitude that what they do matters a lot."

4. Vocational issues come up a lot in regular education classes.

Parent

This program helped her son be realistic about occupational options (versus being a rock star or disk jockey) and helped him see what the EMT, police, and fire department do. "Joel tried. My kid's lazy." Joel tried to get him a summer job as a janitor. Joel showed him that without training this is the type of work he will do. John found he didn't like it. John also found he didn't like the pressure of working at McDonalds. The parent has a great rapport with the school. Joel stops at their house, even during the summer. "Joel has seven titles. He should have money (salary) instead of titles." Joel has helped her son with job applications and John tried to find work on his own. ("I don't need to be so picky.") He found that Miller's market threw out his sloppy application. The mother will call Joel for help/ideas to help her deal with John's frustration. Joel counsels him. Her youngest son is lazy but bright, and John said maybe Joel can help his younger brother. Joel works with John's other teachers on trouble shooting, modifying regular programs, and tutoring John on technical terms. "I would like to clone Joel, and have more of him to cover his titles. John needs more hands on exploratory experience. The ESP program needs more staff like Joel to arrange work exploration and work experience.

Considerations for Those Wishing to Replicate This Project

Former Director of Pupil Services

Administrative

It took two years of "fumbling around" due to inexperience. To start a program such as this, a school will need at least one administrator who feels strongly about the students' needs and the value of a program to meet it. This administrator must have control over key staff who interact with the kids. Bill said "we will assign responsibilities and dates to have them done. We are in it together." All meetings took this approach. Staff had assignments, including due dates and no options. "We" includes special education teachers, counselors and the psychologist. The LVEC was also involved, but Bill didn't supervise him.

The principal is supportive but doesn't have to be involved in the day to day concerns of project. Keep him informed so he can respond to concerns. The superintendent can tell administrators or let them do this. To set up a new program one needs concrete goals and time lines.

Fiscal

"Money is not the key but without the DVI concept/staff, we would have been hurting. Joel was an important staff addition. You need a person in the trenches who has day to day responsibility. I can't imagine not having a DVI. This approach is like a garage door opener. Its value is much more apparent after you get one. It's almost inconceivable not to have someone in that position. Now, the school would maintain that position even without federal money."

Staffing

Involve teachers so they also have ownership. They usually are not under the direct supervision of the program organizers. Make them feel their opinion counts. In hiring, look for staff who are motivated and feel intensely about providing opportunities for such students. Look for someone who is able to communicate with the full range of vocational teachers, have empathy for their viewpoint, and understand kids' viewpoints concerning their struggles in class. Also look for flexibility - an ability to adapt to a situation if it didn't work out as one thought it would. When interviewing applicants, Bill asks a candidate to respond to certain situations; e.g., "What do you do when you find out you are wrong, when you made a mistake?"

Project Initiation Procedures

A broad open inservice for all at once is a waste of time. It makes no difference. It is better to have a strand that involves input from instructors ("What do you want?") and give them feedback after they try something new. Allow a few hours for them to develop adaptations. Allow a day to visit other programs. Give them an opportunity to explore. In Verona, the teachers determine the content of inservice training, but the school board also has objectives for training.

Director of Instruction

Staffing

Assign staff who have energy, commitment, and an ability to work with a diversity of people. Verona's staff had high GPAs in school, and have grown due to Joel's influence.

To keep the project operating, replicate the real world, not just a school setting.

Project Initiation Procedures

One way to start would be to hold an inservice for all staff on differentiating curriculum for different learning styles/performance levels. This inservice should also focus on teachers' ownership of all students.

Principal

Staffing

Select the correct staff person (Joel), and give him the time to do it.

Home Economics Instructor

Fiscal

Provide instructional materials to help modify curriculum for student use/teacher use.

Staffing

Allocate time to communicate.

Business Education Instructor

Staffing

Coordinate with the ESP Coordinator and with vocational educators. In Verona, there is a mutual understanding of what Joel does in his class and what business education does. The business teacher talks to ESP classes, and Joel pushes the students to take vocational classes and explore jobs in the community.

Guidance Counselor

Administrative

School board notification, involvement, and understanding of how a program helps all students are crucial.

Staffing

Developing and operating a program such as this could be a full time job. Administrators must support the program. This support is shown by providing inservice time for teachers, clerical staff, and professional staff. If staff are assigned to the program only part time and you tell the whole student body, you will be overwhelmed. Decide which segment of the student body to start with. Consider starting with those who would not otherwise graduate. Work to get school board backing as expressed in allocation of staff and money. If available, add a full time program coordinator plus ESP classes, as Joel now does. Develop more job sites, more one to one contact with parents, and work more with freshmen and eighth graders.

Project Initiation Procedures

For the initial inservice training, hold a one hour meeting for all staff regarding the overall program and another one for the vocational staff. Focus on the advisor/advisee concept and how it is implemented. Then meet three or four times per year on this. Inservice training should be on-going.

Industrial Education Instructor

Administrative

A program such as ESP/DVI needs administrative support and parent support.

Fiscal

Allocate money to start it, and purchase items such as AV equipment and tutoring time. "Instructor release time is not good. It takes more work to miss one's own class. Avoid stigma to kids."

Agriculture Instructor

Fiscal/Staffing

It is crucial to have money tied to this effort. Include the agriculture teacher in it, be in agriculture classroom, and communicate what is done in ESP classes.

ESP Coordinator/DVI

1. Administrative support, allocating of staff time, extensive follow-up, and evaluation are important.

2. Communication, commitment, and cooperation among special educators, vocational staff, guidance/pupil services, administration, school board members are crucial.

3. Development of a shared ownership and pride in the program by all involved is very important. Effective staff do what it takes to make the program successful. They take the time needed to develop a program that assures a "quality product."

Technical Assistance Available

If the reader wishes to receive technical assistance from Verona High School personnel, contact the Director of Pupil Services or Joel Newcomb, ESP/DVI Coordinator, to determine whether or not they can do so, under what conditions, and at what cost.

To receive copies of program brochures and data sheets, send a stamped self-addressed envelope. Phone calls will be accepted, but return phone calls by ESP/DVI staff can be made only on a "collect call" basis.

EXHIBIT 11

Employment Skills Program
Referral Form

The Employment Skills Program (E.S.P.) provides direct instruction and instructional support to students who need extra assistance to develop those skills necessary to ensure and enhance success both in school and as the student transitions to their post secondary options. The program stresses successful completion of all school courses, emphasizing the important relationship between school and employment success. A key component of the program is the enrollment in vocational education courses and the completion of course sequences leading to job placement in the occupational prep/coop program, ESP helps the student increase their awareness of careers while directly exploring the world of work. These experiences enhance the students ability to obtain and maintain employment.

Your assistance is greatly appreciated in helping us identify students who need this educational support. Please list students who you feel exhibit difficulties in your classroom in one or more of the following areas:

1. Exceptional Educational Needs
    a) Currently enrolled in a special needs program
    b) Shows learning/behavioral difficulties

2. Grades
    Two or more F's in a quarter

3. Attitude
    Lack of motivation or desire to succeed in school.

4. Attendance
    a) Excessive tardiness - six to eight per quarter
    b) Truancy - five or more per quarter
    c) In school suspensions - two or more per year
    d) Other concerns

5. Extenuating Circumstances
    a) Medical problem
    b) Family difficulties
    c) Financial difficulties
    d) Other concerns

PLEASE COMPLETE AND RETURN TO JOEL NEWCOMB, ESP COORDINATOR BY ____________
THANK YOU FOR YOUR COOPERATION

Teacher making referral: Date:

Student	Grade	Reason for referral (per criteria)	Comments
1.			
2.			
3.			
4.			
5.			

EXHIBIT 12

Application for Employment Skills Program

Directions: Answer the questions below. Ask for help from a teacher, parent, or guidance counselor if you need it. Return form to Mr. Newcomb, Room 208.

Name ______________________________ Date ______________

Address ____________________________________ Zip _____

Telephone No. ______________ Birth Date ________ Age ______

Social Security No. ____________ Grade 9 10 11 12

Parent(s) or Guardian(s)
Name ________________ Employed by __________________

Name ________________ Employed by __________________

Do you have any physical limitations? Yes ___ No ___

If yes, please describe: ____________________________

List three occupations which you think would interest you as a possible long term career.

1.
2.
3.

List several activities or hobbies which you enjoy doing in your free time.

1.
2.
3.
4.
5.
6.

Would you like to attend a vocational technical school or college after completing high school? Yes ___ No ___ Not Sure ___

Check the vocational subject area which interests you the most.

( ) Agriculture
( ) Business & Office
( ) Home Economics
( ) Industry & trades
( ) Marketing & Distribution
( ) Other ____________

List the courses you have taken from any of the vocational areas listed above.

1.
2.
3.
4.
5.
6.

EXHIBIT 12, contd.

Do you think that it is necessary for you to have an income of your own at this time? Yes ____ No ____ If so, why? ________________

If you have ever held a part-time job for pay, fill in the following information.

Employer	Type of Work	Hours Worked	Dates of Employment	Salary

List any skills you have which you think might be of value to an employer. (Examples: typing, sewing, operate power tablesaw, operate adding machine, operate cash register, supervise children, weld, etc.)

I think that I possess the following characteristics:

(Check those that apply)

( ) I enjoy meeting and talking with other people
( ) I accept responsibilities
( ) I like to do physical work
( ) I enjoy solving problems and planning
( ) Take pride in my personal appearance
( ) I try to be prompt and on time
( ) I get excited about learning or doing something new
( ) I try to be courteous to other people
( ) I write well enough so that everyone can read it
( ) I am usually cheerful and friendly
( ) I accept responsibility for my mistakes
( ) I listen to directions carefully and try to follow them
( ) I am aware of my limitations
( ) I believe in honesty and fairness
( ) I am able to disagree with others without hurting their feelings.

I want the Employment Skills Program to help me most with:

(Check those that apply)

( ) Doing better on tests
( ) Completing daily assignments
( ) Learning about careers
( ) Knowing what kind of job I want
( ) Being better organized
( ) Giving me more information about the vocational courses offered at VHS
( ) Helping me learn job skills
( ) Helping me know how to find a job

EXHIBIT 12, contd.

( ) Helping me keep a job
( ) Giving me information about training after I finish high school
( ) Solving my own problems at school
( ) Solving my own problems on the job
( ) Other ____

To get something out of the Employment Skills Program, I understand that I must be at all the class meetings, participate, and seek help from the ESP coordinator or staff if I need it.

________________________ ________________________
Student Signature Date

EXHIBIT 13

Verona Area School District

Date: ____________________

PARENTAL PERMISSION FOR INFORMAL EVALUATION

PARENT/GUARDIAN: ________________________________ STUDENT: ___________________
____

Your child has been referred for an informal evaluation. This screening will help identify your child's strengths and weaknesses to provide a more successful school experience. In signing this permission, you understand that this is NOT a multidisciplinary team (M-Team) evaluation which must be implemented to determine whether an exceptional educational need exists.

Please sign below and return to the Pupil Services office to the following person: ______________________. He/she will contact you after the screening to provide you with the results.

I hereby give my legal consent to the VERONA AREA SCHOOL DISTRICT for the informal evaluation of my child ________________.

____
Signature of Parent of Legal Guardian Date

____
Signature of Parent of Legal Guardian Date

EXHIBIT 14

Vocational Assessment Data Sheet

Name: ______________________ **Phone:** ____________ **Date:** __________

Address: ____________________ **Grade:** ____________ **Age:** __________

Form Completed by: ____________ **Date of Birth:** __________

Skill	Approx. Functional Level	Ach. Test	Score	Date Admin.
Reading Vocabulary				
Reading Comprehension				
Spelling				
Math Computation				

1. **Compared to his/her ability level this student is functioning:**

   a) At an appropriate level,
   b) Slightly lower than what would be expected,
   c) Much lower than what would typically be expected,
   d) Beyond what would typically be expected,
   e) Other: ______________________________________.

2. **Specific Areas of Concern:**

   a) Poor ability to follow verbal directions,

   b) Generally unable to organize assignments,

   c) Has difficulty on tasks requiring manual dexterity (e.g., fine motor coordination),

   d) Has difficulty understanding language used by teachers to present information,

   e) Forgets factual information very quickly,

   f) Has difficulty remembering information over long periods (e.g., 2-3 weeks),

   g) Has difficulty generalizing information to different settings,

   h) Has difficulty pulling ideas together into a common theme,

   i) Other: ______________________________________.

EXHIBIT 14, contd.

3. **Physical Disabilities (Medication)**

Comments:

4. **Learning Style - Student generally:**

a) Motivated,
b) Unmotivated,
c) Values assistance,
d) Fears failure,
e) Needs structure,
f) Enjoys school,
g) Typically does not ask for help,
h) Appears unmotivated by grades,
i) Needs reinforcement,
j) Dislikes school,
k) Avoids teacher contact,
l) Has difficulty interacting in a group,
m) Has difficulty speaking in front of a group.

Comments:

5. **Previous and Current Adaptations in Programs:**

Special Education (Learning _____'s Room)
(Behavioral _____'s Room)
(Language _____'s Room)

Remedial Reading
Remedial Math
Previously Retained in ___th grade
Other Adaptive Programs ____

Comments:

6. **Special Areas of Interest:**

7. **Other Areas of Concern:**

EXHIBIT 15

Verona Area School District
Student Learning Agreement

Student's Name ____________________ D.O.B. __________ Age ____

Parent/Guardian ____________________ Phone __________ Grade ____

Address ____________________
____

School ____________________

Purpose for Learning Agreement: ____________________
____
____

Statement of Need: ____________________
____
____

Class ____________ Instructor ____________ Period ____

Long Term Goals ____________________
____

Short Term Objectives ____________________
____

Disposition Accepted (init.)/Date ________ Rejected/Date ________

Date of Completion/Grade _____/_____ Non Completion Date _____/_____

Comments: ____________________

Learning Agreement Team

Student ____________ Guidance Counselor ____________

Parent ____________ Other ____________

Instructor ____________ ____________

Coordinator ____________ ____________

___ At-Risk ___ Advanced Studies ___ Other (Specify)

EXHIBIT 15, contd.

Objectives	Person Responsible	Beg./Ending Date	Review Date	Expectation/Modification Strategies/Materials	Evaluation Criteria	Level of Completion

EXHIBIT 16

Conference Date: ____________ School Year: __________

Verona Area School District
Individual Education Program (IEP)

Student's Name: ____________________ D.O.B.: ________ Age: ______
Parent/Guardian Name: ________________ Phone: ________ Grade: ______
________________ Phone: ________
Address: ____________________ ____________________
____________________ ____________________
School: ____________________ Date of Program Entry:
Person(s) Responsible for IEP Completion: Type: ________ Date: ______
____________________ Type: ________ Date: ______

IEP Committee Members Signature:	Title

Annual Long Term Goals:

____

____

____

____

____

____

____

Post School Goal(s):

____

____

Vocational/Career Objective(s)

____

____

____

EXHIBIT 16, contd.

ANNUAL SHORT TERM OBJECTIVES (VOCATIONAL/CAREER)	Educ./Support Services	Person Responsible	Percent of Time	Beginning/Ending Date	Review Date	STRATEGIES and/or TECHNIQUES	Materials and/or Resources	Evaluation Criteria	Objective Obtained

EXHIBIT 16, contd.

Student Name: ____________________

Date: ____________________________

Individual Education Program

Summary of Present Educational Performance:

EXHIBIT 17

Date ____________________

Time Started ____________

Time Ended ______________

_______ M-Team

_______ IEP Conference

_______ Other (i.e. Progress/Review, Informal Followup Conference, etc.)

Staff Involved:

EEN:	Regular Ed:
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)

*Was this meeting held:

_____ during your planning time?

_____ during your duty free lunch?

*Place a check behind the name of each staff member who stayed for the duration of the meeting.

EXHIBIT 18

VERONA HIGH SCHOOL

COOPERATIVE EDUCATION TRAINING AGREEMENT

( ) Employment Skills
( ) Agriculture
( ) Business Ed.
( ) Distributive Ed.
( ) Home Ec.
( ) Industrial Ed.

Name ____________ Age ____________ Date of Birth ____________
Address ____________ Phone No. ____________
Career Objective ____________ Soc. Sec. No. ____________
Training Station ____________ Phone No. ____________
Address ____________ Trainee's Job Title ____________
Training Sponsor ____________ Sponsor's Title ____________
Training Agreement Effective From ____________ To ____________
Work Schedule Hours: From ____________ To ____________
Days: ____________

THE STUDENT TRAINEE WILL:

1. Obtain a work permit before starting work.
2. Submit all necessary reports and assignments to the teacher-coordinator.
3. Report promptly and engage in assignments according to the training plan.
4. Cooperate with the training sponsor, observe business etiquette and safety rules.
5. Notify the teacher-coordinator and training sponsor in advance when absence is unavoidable.
6. Not report to work if absent from school and will notify the employer. Report to work on the week days when school is not in session unless pre-arrangements are made with the teacher-coordinator.
7. Not ask the employer for extra time off during regular working hours except in cases of sickness, emergencies, or with the approval of the teacher-coordinator.
8. Not terminate employment at the training site without prior approval of the teacher-coordinator. (If the student does terminate employment without prior aprroval, no credit will be given for the classroom or work portions.)
9. Respect and treat in a professional manner at all times confidential information concerning the training station.
10. Discuss all work-related problems with the teacher-coordinator in order to resolve them.
11. Maintain satisfactory grades in order to remain eligible for the cooperative program.
12. Not be employed by other businesses while participating in the cooperative program unless mutually agreed upon by parent and teacher-coordinator.
13. Be directly responsible for actions on the job and in school.
14. Abide by all civil, school, and employer rules and regulations. (Violation of these rules and regulations will jeopardize participation in the cooperative education program and loss of credits.)

THE EMPLOYER WILL:

1. Provide a training program, with varied experiences, which will contribute to the career objective of the student.
2. Provide a supervisor, referred to as the training sponsor, for the training of the student.
3. Develop a training plan with the teacher-coordinator and the student.
4. Provide an evaluation of the student's performance and attitude every quarter to the teacher-coordinator and the student.
5. Provide a beginning salary comparable to that which the company pays other beginning employees in the occupation in which the student is engaged.
6. Provide employment for the student during the agreed time.
7. Have a work permit on file for minors.
8. Notify the teacher-coordinator if difficulties arise or changes are necessary. Contact will be made in advance of a decision to terminate the employment of a student, except in extreme circumstances (such as criminal actions).
9. Adhere to all Federal and State regulations regarding employment, child labor laws, minimum wages, and other applicable regulations.
10. Not ask the student trainee to quit school to become a full time employee.
11. Provide the student with a minimum average of 15 hours per week of employment, including weekends and school holidays.

THE PARENT(S) WILL:

1. Understand the purposes and procedures of the training program.
2. Cooperate with the school and the employer to insure the best possible results from the student's training.
3. Encourage the student to effectively carry out all duties and responsibilities.
4. Be responsible for the conduct of the student while in the cooperative program.
5. Not allow the student to report to the job on any day the student does not attend school, unless pre-arranged with the teacher-coordinator.
6. Be responsible for the transportation and safety of the student while traveling to and from school, the training station, and home.
7. Discuss any special problems with the teacher coordinator.

THE TEACHER COORDINATOR WILL:

1. Assist in securing a training station which meets the career objective of the student.
2. Set up a training plan of activities to be learned on the job.
3. Provide classroom instruction related to the training of the student.
4. Make regular visits to the training station to observe the student and/or consult with the student's training sponsor.
5. Insure that a formal evaluation of the student is conducted quarterly.
6. Assist all parties in solving the student's job- and school-related problems.
7. Provide the necessary safety instruction relating to the employment.

FINAL ACCORD:

1. I understand that the cooperative education program is a two credit course in which the teacher-coordinator will counsel, guide and supervise the student in the classroom and at the training station.
2. I understand that if the student drops the classroom portion of the cooperative education program, the training agreement with the employer is void.

____
(Employer's Signature) (Date)

____
(Student's Signature) (Date)

____
(Teacher-Coordinator's Signature (Date)

____
(Parent's Signature) (Date)

____
(School L.V.E.C.) (Date)

White Copy—Teacher-Coordinator
Yellow Copy—Parent
Pink Copy—Employer
Goldenrod Copy—L.V.E.C.

FREDERICK COUNTY VOCATIONAL EVALUATION/SUPPORT SERVICE TEAM

Location:
Frederick County Board of Education
115 East Church Street
Frederick, MD 21701
(301) 694-1657

Contact Person:
Elaine Gorman
Executive Director of Voc. Ed.
and Computer Services
Frederick County Board of Ed.
115 East Church Street
Frederick, MD 21701
(301) 694-1657

Ron Hoyman, Voc. Evaluator/
Support Services Coordinator
7922 O'Possumtown Pike
Frederick, MD 21701
(301) 694-1659

Background Information

Objectives

1. Help handicapped and disadvantaged students select and successfully complete appropriate vocational training.
2. Provide students with career/vocational evaluation services.
3. Assist students through individualized and small group instruction.
4. Provide students with individual job preparation services.
5. Increase the percentage of handicapped students successfully employed in the community.

Key Features

The Vocational Support Services Team (VSST) program features the following:

1. Hands-on vocational evaluation units,
2. A county-wide program of instructional aides who assist handicapped students in vocational programs,
3. A three day vocational/career evaluation workshop providing vocational program information for all ninth grade students,
4. Pre-enrollment learning activities packets,
5. Cooperative efforts with the Job Training Partnership Act (JTPA) LETS WORK Preparation Program,

6. Staff development workshops.

(See Exhibit 19 for a copy of the VSST brochure.)

Profile of Local Service Area

Maryland has a county school system. The Frederick County public school system includes:

1. Twenty three elementary schools,
2. Eight middle schools,
3. Seven high schools,
4. Outdoor school facilities,
5. One special education school,
6. One vocational-technical center,
7. One alternative education center.

Frederick School District serves a diverse student population from farms, small towns, suburban and urban settings. Individual high schools maintain their own vocational programs in addition to the Vocational-Technical Center. The total number of students in grades nine through twelve attending school during 1985-1986 school year was 8,185. Staff expect 1,100 new students district wide for the 1987-1988 school year. Forty to fifty percent of the county's employed population work outside the school district.

Staff Assigned to Project

Director - 10%

The director has 19 years experience in the field, and one year in his current position. He has a Doctorate in education.

Vocational Coordinator/Evaluator - 100%

The vocational coordinator/evaluator has spent 11 years in the field, eight of which have been in his current position. He has Bachelor's and Master's degrees in vocational education, a certificate in secondary school administration for grades six through twelve, and is a CCWAVES Vocational Evaluation Specialist.

Special Educator Coordinator/Instructor - 100%

He has been in the field for 19 years, six of which were in his current position. He has Bachelor's and Master's degrees in special education, and is certified in special education for grades six through twelve, psychology for grades six through twelve, and administration/supervision for grades six through twelve.

Teacher Specialist - 50%

The teacher specialist has been in the field 23 years, and in his current position for three and one half years. He has a Master's degree in biology and certification in biology and life sciences. He is also a guidance counselor.

Vocational Counselor/Coordinator - 25%

The vocational counselor/coordinator has 28 years of experience in the field, and has been in his present position for eight years. He has Bachelor's and Master's degrees in counseling, business education, drivers' education, and secondary school administration for grades six throught twelve.

Vocational Equity Specialist - 25%

She has 15 years experience in the field, and two years in her present position. She has a Bachelor's degree in home economics and an A.P.C.

Instructional Aides - 50-100%

Nine instructional aides work at home high schools. They have varying degrees of education and experience. Aides are selected and hired by principals and/or vocational support service staff. Many were volunteers for the schools.

Financial Data

	1985-1986	1986-1987	1987-1988
PL 98-524 10% handicapped setaside:	$ 39,247	$ 26,983	$ 29,388
PL 98-524 22% disadvantaged setaside:	55,416	42,705	52,066
Job Training Partnership Act funds:	17,189	13,355	13,572
Local funds:	94,716	85,120	129,742
Local J.T.A.	12,200	12,200	12,220
TOTALS	$218,768	$180,363	$236,968

District budget is approved by County Commissioner. Perkins setaside dollars are controlled by the Vocational Support Service Staff. Home high school principals take part in directing staff funded by VSST funds in their respective buildings.

Local funds were an overmatch in 1986-1987 to compensate for reductions made by other funding sources. The quality of educational services to special needs students was instrumental in obtaining the local funds.

Examples of how the 10% handicapped setasides were used in 1985-1986

These funds helped pay salaries and fringe benefits for nine instructional aide positions and purchase equipment and supplies for the support service programs.

Examples of how the 10% handicapped setasides were used in 1986-1987

These funds helped pay salaries and fringe benefits for nine instructional aide positions and purchase equipment and supplies for the support service programs.

Examples of how the 10% handicapped setasides were used in 1987-1988

These funds purchased staff time (aides), equipment and supplies.

Number of Special Education Students Served

Total number of special education students in grades 9-12 (unduplicated count)

	1985-1986	1986-1987	1987-1988
Mildly Mentally Retarded	96	61	64
Learning Disabled	295	476	498
Orthopedically Impaired	4	6	7
Hard of Hearing	7	8	8
Deaf	1	1	1
Visually Handicapped	1	2	2
Seriously Emotionally Disturbed	61	65	69
Speech or Language Impaired	12	86	91
Multi-Handicapped	39	41	43
Other Health Impaired	3	9	10
TOTAL	519	755	798

Number of special education students served by this project (unduplicated count)

	1985-1986	1986-1987	1987-1988
Mildly Mentally Retarded	15	16	18
Learning Disabled	158	187	195
Seriously Emotionally Disturbed	3	7	10
Orthopedically Impaired	2	2	2
Visually Handicapped	1	1	2
Deaf	1	0	1
Hard of Hearing	0	2	2
Speech or Language Impaired	2	8	5
Multi-Handicapped	4	4	3
TOTAL SERVED BY THIS PROJECT	186	227	238

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986	1986-1987
8	15	19
9	41	44

10	75	73
11	44	52
12	28	29

Estimated number of special education students served who also received assistance from ancillary agencies within the community

Number of Students		Agency
1985-1986	1986-1987	
1	4	State/Federal Vocational Rehabilitation Program
15	22	Job Service
97	120	JTPA funded program

Total number of vocational education courses completed by students served through this project

	1985-1986 Year Long	1986-1987 Year Long
Agricultural Education	59	104
Business/Office Education	12	14
Consumer and Homemaking Education	21	23
Marketing Education	1	1
Industrial/Technology Education	63	120
Cooperative Vocational Education	11	8
Specially Designed Vocational Program	54	52

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

Frederick County notifies handicapped students and their parents about the opportunities available in vocational education before students enroll in tenth grade, the first year vocational programs are offered. Information is provided in the following ways:

1. A vocational orientation to all eighth graders is presented by the vocational counselor. It describes Vocational Center course offerings. A structured nine week careers class is available for the students.

2. A vocational/career evaluation workshop is provided to all ninth grade students. Students receive an oral orientation and written description of course titles, locations and enrollment procedures for all vocational, business and home economics programs. The process is completed by the vocational coordinator/evaluator prior to registration for tenth grade. Written information is sent home to parents. Follow-up is provided by counselors and documented in each students' permanent career folder.

3. Vocational Center tours are conducted by the counselor and/or VSST staff for ninth grade students from March - April each school year.

4. Handicapped and disadvantaged students may obtain hands-on evaluation service from the vocational evaluator.

5. Student, parent and community awareness programs are provided through career fair presentations by all vocational instructors at the local shopping mall during vocational education week.

6. Open houses are held each semester for parents. Center instructors describe vocational programs and training opportunities.

Each method described above is annually reviewed and updated by staff members responsible for the activity.

A specific enrollment procedure is followed by all school staff, students and families at the Frederick County Vocational Technical Center. (See Exhibit 20.)

The Frederick Co. Board of Education operates a Parent Information and Training Center. The Center, established in February, 1986 through a Maryland Department of Education Grant, assists parents in understanding special education. A goal of the Center is to help parents gain information and training in order to be more effective partners with schools. One desired outcome is that parents and school staff jointly develop Individual Educational Plans (IEPs) for educationally handicapped students.

The Center can assist parents of special needs children by providing the following services:

1. Resource Information Center,
2. Phone service to answer questions and concerns,
3. Training course: USE - Understanding Special Education,
4. Parent network System,

Directories of education, government and community resources are developed and distributed to staff and to families of special needs students.

Mandate Two: Assessment

All special education students in Frederick County receive an ongoing assessment of their interests and abilities to help determine appropriate vocational training. Following the eighth grade career orientation unit, a three day vocational/career evaluation workshop helps students begin defining their occupational interests. (See Exhibit 21.) Students explore their interests by completing the Career Assessment Survey (C.A.S.E.) which reviews 156 occupations in 13 occupational clusters. The C.A.S.E. interest survey response sheet and scoring process has been modified so that it can be completed in one class period. Handouts are color coded to help handicapped and disadvantaged students identify and understand their vocational and occupational goals. The career/evaluation workshop is conducted from November through January each year. Students receive a Vocational Evaluation Certificate and equity folder upon completion of the screening.

Students in grades seven through twelve who have difficulty planning or determining appropriate vocational course selections are identified by special education instructors, counselors or vocational instructors and referred for a hands-on vocational evaluation. (See Exhibit 21.)

The vocational evaluation unit provides individual and small group assessment of students' interests and abilities through:

1. An initial interview,

2. Presentations of slides that were developed to portray Frederick County vocational programs. The student indicates interest by assigning priority ratings to the pictures,

3. A dexterity assessment of mechanical comprehension,

4. A tour of the facility,

5. The APTICOM vocational ability assessment modified for use by aides,

6. Individual occupational filmstrips,

7. Hands-on vocational experience using 25 specially developed work samples.

The special assessment is conducted September to October and February through June each school year.

The Talent Assessment Program (TAP) identifies students' vocational ability. TAP is utilized by career and special education instructors throughout Frederick County. Vocational support service staff provide in-service training for instructors, serve as vocational assistants and distribute TAP equipment.

Following each evaluation an individualized report is written and forwarded to the student's home school for review by the Admission Review and Dismissal Committee (ARD) and special education department. (See Exhibit 22.)

The local ARD committee processes the students, the county ARD committee decides on educational placement and the Vo-Tech Center ARD committee implements the IEP. Students are referred back to the county when problems arise. (See Exhibits 23 and 24.) The ARD committees are mandated by the state for handicapped students. Usually 50% of the parents attend the local ARD meetings.

A Career Education Planning Folder is started during the assessment process and becomes a part of the student's permanent record. (See Exhibit 25.) The folder is returned to student, during their senior year.

Frederick County's vocational evaluation services are conducted by the vocational evaluator and updated annually.

Mandate Three: Special Services

After handicapped and disadvantaged students enroll in vocational courses at the Vocational Technical Center or at one of the seven county high school programs, the Vocational Support Service Team provides a wide variety of services to enhance students' success. The Vocational Support Services operate through a network of instructional aides and peer tutors. The aides are supervised by one special education and one vocational coordinator, with the support of local special educators and administrators.

VSST aides help students to:

1. Improve their organizational and study skills such as using notebooks, notetaking, and observing assigned deadlines,

2. Improve their basic vocational skills such as tool identification, safety skills, related vocabulary, and shop procedures,

3. Improve their basic vocational related academic skills such as measurement, time, money and related reading.

VSST aides also:

1. Provide individual instruction, small group instruction and remedial instruction outside and within the vocational classroom setting,

2. Provide alternative procedures to meet individual test-taking styles (e.g., oral, hands-on),

3. Assist students in developing and using problem solving techniques,

4. Monitor student progress and encourage positive worker traits (e.g., attendance, punctuality, attitude, independent work habits),

5. Keep records of contacts with students, parents, instructors and other school personnel,

6. Assist students with the proper operation of equipment and machinery,

7. Assist students with specific problems encountered in their vocational programs,

8. Maintain the Support Service Handbook by incorporating handouts, updates and related information. The handbook is used to train and orient new aides.

Many additional students receive these services after the first grading period. Monthly meetings, tours and visits to other facilities and support team members help sustain communication and provide inservice training for the aides.

When appropriate, vocational equipment and facilities are adapted to meet the needs of handicapped students. In some high schools, VSST aides use "pre-enrollment and learning activities packets" to determine whether or not students need curriculum adaptations or modified instructional techniques. In other high schools, the VSST aides use these packets to address students' skill deficits that were already known. Individual packets include a variety of activities and teaching techniques, a numerical answer key, and short precise student/teacher directions. Students complete most activities with minimal assistance from the instructor or vocational support aide.

Each specific packet contains the following units of instruction:

UNIT 1 - Orientation - Information about the Job,
UNIT 2 - Safety Rules,
UNIT 3 - Vocabulary,
UNIT 4 - Tool and Material Identification.

An additional "Related Vocational Skills" packet is being developed. It will contain the following units:

UNIT 5 - Following Directions/Problem Solving,
UNIT 6 - Measurement,
UNIT 7 - Employment Skills,
UNIT 8 - Blueprint Reading.

Packets for the following vocational courses are available:

1. Carpentry,
2. Welding,
3. Masonry,
4. Graphic Arts,
5. Plumbing and Pipe Fitting,
6. Heating and Air Conditioning,

7. Construction Electricity,
8. Machine Shop,
9. Auto Mechanics,
10. Related Vocational Skills (Units 5-8),
11. Drafting,
12. Autobody,
13. Horticulture and Landscaping,
14. Agriculture.

Students also use the packets to make up work when they have been absent. Packets are also used in supplemental testing, TES elective vocational programs and in the regular vocational education curriculum.

The Special Education Coordinator is directly responsible for the development of the learning activities packets. Special educators, vocational instructors and VSST instructional assistants in Frederick County develop the packets in the spring and summer. Completion of the final products and inservice training occur in September.

When appropriate or financially necessary, a peer tutor program is utilized. Students are identified and scheduled one year in advance. Peer tutors are paid biweekly.

Mandate Four: Guidance, Counseling and Career Development

Guidance and career development for handicapped students enrolled in vocational education in Frederick County is provided through the following services:

1. Instructional methods and vocational program goals are identified on the handicapped student's IEP.

2. Individual guidance and counseling are provided by the Vocational Center counselor.

3. Crisis intervention and counseling are provided by the Support Service Special Education Instructor.

4. Career guidance is provided by the evaluator through vocational evaluation services for students as part of Frederick County's Career Development Plan (Component of Project Basic).

5. Development of job seeking and keeping skills is provided through the Teacher Specialist's bimonthly LETS WORK Program.

6. Equity counseling and vocational program placement considerations are addressed by the Vocational Equity Specialist.

An Industrial Visitation Workshop has been conducted over the past four years. Each year special educators, vocational instructors and guidance counselors visit local employers in order to obtain increase the educators' awareness of employment and career development opportunities. (See Exhibit 26.) From the information obtained, a Career Development Resource Guide has been developed. It is updated annually and used by students, counselors and instructors. (See Exhibit 27.)

Mandate Five: Counseling for Transition

All students in the Frederick County School System, including handicapped students, are assigned a certified counselor who provides a full range of counseling services. The counselors are available in the home high schools as well as the Vo-Tech Center. The services are available all year on an "as needed" basis. Students make appointments at the guidance office.

Handicapped students seeking more specific help with transition skills or career information receive it from the LETS WORK Teacher Specialist. The Learning and Earning Through School and Work (LETS WORK) program began in 1984 from a JTPA grant. Initially, it was 100% JTPA funded. Now 30% of its budget comes from JTPA. It is cooperatively administered by the Board of Education of Frederick County and the Frederick County Job Training Agency. The program serves JTPA eligible economically disadvantaged and handicapped youth in school. (See Exhibit 28.)

The LETS WORK program is a four level sequential program designed to teach, counsel and advocate for youth through the high school years so that they may be gainfully employed or go on to school upon graduation. Each level has specific competencies to be achieved through student learning packets.

LETS WORK I is designed for 14 and 15 year old students who are high dropout risks. Students are recommended for the program by their counselors and/or school A.R.D. team. Instruction focuses on drop-out prevention with an orientation towards summer employment. Emphasis is on improving students' life/work management skills. Youths who successfully participate and complete school related activities will be guaranteed a summer job through the J.T.A. subsidized employment program.

LETS WORK II is a traditional program of pre-employment skills training. It serves 16 to 19 year old youths. The 25 hours of instruction at the Voc-Tech Center and home high school focus on job seeking and job keeping skills and identification of community resources in job hunting.

LETS WORK III serves participants who have completed LETS WORK II and who have worked at a summer job. Instruction focuses on job values and communication skills to enhance employability.

LETS WORK IV serves youths who have completed LETS WORK II and III. Instruction focuses on reviewing and refining specific pre-employment skills such as interviewing, up-dating resumes and job search strategies. The instructor serves as an advocate. Special needs students check in once per month with the instructor.

The Teacher Specialist's role is to instruct youths in pre-employment skills, coordinate school activities with the Job Training Agency and collaborate with other agencies serving these youths. The Teacher Specialist helps place students in part time summer jobs, or full time employment upon high school graduation.

The Teacher Specialist travels to all high schools and alternative schools. He is the district's liaison to Job Service and other placement agencies. The Teacher Specialist is part of the Vocational Support Service Team.

Teacher referrals and conferences take place in April. In May, students enroll in the program and chose from a job bank of 700 employers. A computerized county-wide match sheet is available for employers. JTPA-OJT monies are used for employer incentives. Approximately 122 students are enrolled in LETS WORK during the school year and 150 in summer youth employment programs.

Transitioning topics are discussed in all levels of LETS WORK. Through group activities and counseling, emphasis is placed on life management skills related to school and work, job search activities, and successful employment. Students are awarded savings bonds as incentives for attendance and meeting competencies.

Graduate followup studies were initiated in 1982. They are conducted at one, three and five month intervals. There is a 17-21% return rate.

Teacher Specialist and the LETS WORK program are evaluated annually. The Maryland State Department of Education performs on-site monitoring and program evaluation once every two years.

Additional vocational counseling services designed to facilitate students' transition to post school employment and career opportunities include the following:

1. Student placement services are provided by the vocational counselor, with an emphasis on local employers seeking vocational graduates.

2. Counseling services for post high school educational and employment opportunities are conducted by the vocational counselor in the spring of each year with seniors and advanced Vocational Center students. A follow-up survey of graduates is conducted annually by the Frederick County Placement Specialist.

3. Mentally retarded students who developed vocational skills at the Vocational Center receive counseling services and post school employment opportunities. The instructor/counselor from the county special education resource school provides these services for designated students.

4. Students attending vocational training programs throughout the seven county high schools and Vocational Center may receive transition services and placement for employment through the 12th grade cooperative work study programs.

5. For the 1986-1987 school year, the Frederick County Special Education Department is developing a school to work program called "Next Steps". The vocational evaluation/support service team is actively involved in conducting workshops for parents of special needs students transitioning to the world of work.

Mandate Six: Equal Access

Frederick County provides handicapped students with equal access to vocational courses offered throughout the county. The following are examples of programs and schools which emphasize equal enrollment opportunities:

1. Level V special education students who had received their entire education program in a special school or special wing of a school building were enrolled at the Vocational Center and local high school vocational programs.

2. Students from the county CHANGES and PACES alternative programs for disruptive youth enrolled in Vocational Center programs. The CHANGES program mainstreams special education students who are emotionally/behaviorally disturbed or learning disabled. PACES mainstreams unclassified emotionally/behaviorally disturbed students and uses behavior modification techniques. These techniques include bringing point charts to the Vocational Center. Ninety percent of the alternative program students mainstreamed into the Vocational Center complete their vocational programs. Behavioral Contracts are developed between the student, parents, vocational staff and PACES staff. A team approach and preplanning are emphasized to ensure student success.

3. In the Technical Elective Survey (T.E.S.) Vocational Center training Center training program, students train and explore vocational opportunities in four separate 4-week training electives and one 18 week program of in-depth study. T.E.S. provides improved exploration and placement of handicapped students prior to full time concentrated vocational training. Services are provided by all VSST personnel throughout the school year.

4. A vocational equity specialist joined the Vocational Support Service Team in the 1985-1986 school year. The Regional Center for Vocational Equity was established to assist young men and women to become self-sufficient. Special attention is given to young women who have disabilities and/or who are members of an ethnic or racial minority. Information, counseling, training workshops and a resource library are some of the services available from the Regional Center.

5. The Support Service Team project provides the following programs to ensure equal access to vocational programs:

   a) District outreach and recruitment efforts (September - May),

   b) Workshops for parents and youth (November - May),

   c) Workshops with Maryland School for the Deaf and Division of Vocational Rehabilitation,

   d) Support group for young women in non-traditional vocational programs (September - May),

e) Staff development programs and workshops on working with handicapped students enrolled in non-traditional vocational programs (November - May).

Mandate Seven: Least Restrictive Environment

Placement in the least restrictive environment is an important part of vocational program accessibility. Every handicapped student who requests training in a vocational program has his or her educational records and schedule reviewed by their home school A.R.D. committee prior to enrollment. If a question arises, a vocational evaluation is requested, completed and reviewed before a final student schedule and vocational class are approved. If this decision is not satisfactory to the student or parent, it may be appealed at the Area A.R.D. and/or County A.R.D. levels. Representatives of vocational evaluation support services attend A.R.D. meetings when requested.

The records of handicapped students enrolling in the Vocational Center (a high percentage of the student population) are reviewed for appropriate placement in a joint spring A.R.D. team meeting between representatives of the home school special education department and the Vocational Center A.R.D. team. The Vocational Counselor chairs the Vocational Center team. The VSST staff and Teacher Specialist are students' advocates for vocational placements.

After each handicapped student has been approved for placement in the T.E.S. program or an individual vocational course of study, a specific vocational plan is developed and incorporated in the students' individualized educational plan (IEP).

The availability of assessment and instructional support services at the Vocational Center and home school programs is an important consideration in placing students in the least restrictive environment.

Mandate Eight: Vocational Education/Special Education Coordination

Through the combined leadership of the Director of Vocational Education and the Supervisor of Special Education, a cooperative agreement was established between the Departments of Special Education and Vocational Education. The agreement has resulted in coordinated student services throughout Frederick County.

The main educational service delivered to special education students in vocational education is provided by the Vocational Support Service Team. This unique and innovative team of professionals and instructional assistants provides a diversified approach to service delivery. It also creates a strong bond between special education and vocational programs throughout the county.

All educational services, including evaluation, instructional aides, LETS WORK, Equity Center, and coordination of community services are reviewed annually for modification and improvement.

Workshops and continual coordination meetings are conducted between the Special and Vocational Education Department.

Evidence of the Project's Effectiveness

Students Performance While in School

Method/frequency of measurement

1. Student performance was assessed through a quarterly review of grades and attendance. Grades are modified based on student IEP.
2. Attainment of IEP annual goals and objectives is noted, as are changes in student withdrawal and dropout rates.
3. A Certificate of Achievement is awarded to students upon completion of vocational education courses. Competencies achieved, attendance and performance ratings are completed by the instructor. (See Exhibit 29.) The certificates are laminated and sealed to safeguard them.
4. Maryland State Department of Education 1985-86 Report lists annual VSST services provided for handicapped and disadvantaged students.

All Special Education students except Rock Creek special school pupils earn high school diplomas.

Number of Special Education Students Served Who

	1985-1986
Graduated	53
Dropped vocational education classes, but stayed in school	9 of 210 served
Dropped out of school	15 of 210 served

Grades Received by Handicapped Students in Vocational Classes

	1985-1986			1986-1987		
	Sem. 1	Sem. 2	Year Long	Sem. 1	Sem. 2	Year Long
A	2	2	2	4	9	4
B	13	14	13	19	10	19
C	23	25	28	18	19	17
D	12	10	9	11	7	11
E	2	1	0	4	11	5

Overall School Drop-out Rate

1985-1986	1986-1987
3.5%	3.45%

Post School Status of Former Students

Status	Number of former students			
	1985-1986		1986-1987	
Competitive employment 35 hrs/wk or more	34	17	46	17
Competitive employment less than 35 hrs/wk	0	1	3	2
Enrolled in vocational technical institute		2	4	0
Enrolled in community/junior college	4	3	6	6
Enrolled in JTPA funded training programs	N/A	3	8	8
Unemployed	Unknown	4	3	1
Unknown	0	4	2	1
Military	3	2	5	3

Left column under each school year correlates with senior students' intent to become employed. The right column under each school year correlates with students served by LETS WORK Program & the Frederick County Job Training Agency.

Additional Information

Rock Creek Special School

Rock Creek School is a county school serving level five handicapped students, ages two through twenty-one. The 320 students include individuals who have mental retardation, physically handicaps, emotional problems, or other disabilities. After vocational and other evaluations, some students are mainstreamed into the Frederick County Vocational Center. The ARD Committee and Vocational Center help formulate the IEPs. Over 25 level five special needs students have attended the Vocational Center in the past 4 years. Presently 11-13 students attend the Vocational Center.

Some of the keys to success for the Rock Creek students enrolled at the Vocational Center include the following:

1. Daily and weekly support service team contacts are made.
2. Proper work habits and social behaviors are emphasized before starting on the job training.
3. Staff coordinate career education and other information, and share resources purchased with Perkins funds.
4. Tryout period is held during the spring semester in designated vocational education classes. If a student is successful, he/she is enrolled the following fall.
5. Parents are involved in the ARD and IEP processes.
6. Learning packets for each vocational class have helped the special education students start vocational education successfully.
7. Staff have begun to relate community job placement to the vocational education classes. Ninety five of the Rock Creek students attending the Vocational Center have been placed on the job.
8. There is a simulated sheltered workshop at the Rock Creek School.
9. The Board of Education has hired five graduates as custodians.
10. Some Rock Creek students participate in the JTPA summer youth program.

Maryland State Department of Education Leadership Activities

The Maryland Department of Education provides the following services to facilitate the special education/vocational programs for special needs students:

1. Coordinating over 80 support teams statewide,
2. Helping school districts obtain transition specialists for handicapped students,
3. Developing cooperative agreements between special education, vocational education, vocational rehabilitation, guidance and other departments,
4. Developing guidelines for admission, review and dismissal (ARD) committees,
5. Disseminating information on local agreements,
6. Conducting computer searches for promising transition practices,
7. Linking state teams with district transition teams,
8. Providing technical assistance,
9. Providing start up funds for support teams,
10. Expand career education for special education students.

Instructional Aides

The following is additional information obtained from a district meeting of all instructional aides held during the Spring of 1987.

Effective Strategies and Techniques Used by Instructional Aides

1. Conduct one to one sessions with students, especially with tenth graders.
2. Conduct try out class projects before class. Preparation time is helpful.
3. Former high school student hired who successfully completed previous vocational training was hired as an aide.
4. Teaching notetaking and study skills reassured students that they could obtain course information.
5. Tape record chapters and use the listening center.
6. Highlight chapters and provide alternative test taking skills.
7. Get to know teachers. Vocational education teachers should view the VSST aide as a source of help not extra work. It takes at least a year to get over many of the barriers and establish a working relationship with the vocational education teachers.

8. An aide comes with students to the Vocational Center in order to help overcome their fear of leaving the home high school.

9. Aides need to be "people persons," self-motivated, and able to get along with instructors and students.

10. Plan (and allocate) time to teach measurement and math skills.

11. Expect to take at least a year to feel established in the position.

12. Attend class presentations. Use a desk or aide office near the vocational area in order to be where the action is, and provide resources to overcome some barriers.

13. Be sensitive to the class atmosphere and show interest in the vocational program. Be a good listener.

14. Take disruptive students out of class.

15. Help students develop problem solving skills.

16. VSST and aides help provide linkage between vocational, academic, and special education instructors and departments.

17. Utilize small groups to facilitate services to all students.

18. Don't single out special education students, but remember that some kids need special treatment for success.

19. The students IEPs should state testing modifications.

20. Meet with special education staff after first grading period. Monitor students' progress.

21. Write down directions for special class projects, modifications and adaptations of material when needed.

22. Be ready to take over a class in an emergency.

23. Be available to help students and encourage positive work habits.

24. Some aides inservice each other and students in computer use.

25. Teachers receive student information including grades, services provided by aide and other support services such as coordination of school services.

26. Review and show student new materials.

27. The vocational teachers introduce VSST aides as a source of help for all students, not just special education students.

28. Get involved with the vocational student organizations.

Personal Anecdotes Expressed by Instructional Aides that Showed Job Success and Feeling of "I Do Make a Difference"

1. Kids call me at home
2. A behavior modification board made a difference for a hyperactive child.
3. A student who had poor attendance and other problems improved after I got involved and encouraged the student to make progress.
4. I helped a student through a final test and he graduated.
5. I assisted a nonreading student in auto mechanics class and he is now employed and successful in an auto service business.
6. I see personality and maturity changes in the students, and I see them taking responsibility.
7. A student came twice a week for assistance and stayed in auto mechanics class.
8. A student with poor attendance came to see me during breaks and improved his attendance.
9. I see progress made by Rock Creek special education students.
10. I helped a student with instructional assistance and career planning and this made training at the Vocational Center possible.

Other Factors that Make Frederick County Vocational Support Services Effective

The following information is based on observations and interviews conducted by VSC staff during a site visit in the Spring of 1987.

Administration

1. The importance of quality people in the first line instructional aides staff has been the key to success.
2. Administrators provide staff with the flexibility to operate the program.
3. Support staff, the special education director, and the director of vocational education handle financial aspects of the program cooperatively.
4. The programs serves kids who don't meet the straight academic requirements.
5. The home schools allow flexibility in mainstreaming students. Communications continue to be addressed. Combinations of academic and work study programs have been developed.

6. Creating referral teams from home school personnel improved communications and appropriate referrals.

7. With the support services team the vocational center has become more credible in educating special education students, and able to advocate more effectively for additional support services.

8. The team concept of decision-making is emphasized throughout the system.

Executive Director of Vocational Education and Computer Services

1. Aides to go to vocational classes and overcome peer student pressures.

2. Acceptance by vocational education teachers took time, training workshops, and student successes.

3. Requiring two years of work study for special education students before mainstreaming into vocational education classes is important. Maturity level and some success in the job help overcome teacher resistance.

4. Successful students are the best salespersons for the program.

5. Vocational education "turns the light on" for handicapped and disadvantaged students.

6. A district needs assessment led to many of the components of the vocational support team and administration coordination.

7. Work study in the community, especially having three to four work stations, helps to clarify students' career options and decisions.

8. All staff, especially the vocational education and special education departments, had to buy into the program.

9. Develop team concept to broaden number of students participating.

10. Inservice meeting for counselors and special education teachers.

11. Workshops on adaptation of instruction, resource usage and materials that are available.

Principal of Vocational Center

1. The success, keeping special education students in the mainstream with support sustains the program.

2. Don't set up special education students to fail. Establish close communication between the departments.

3. Each support team checks reading levels of textbooks and provides half day inservice sessions at the beginning of the school year, at mid-year, and in June.

4. The Governor appointed a commission that established need for support teams.

5. Community involvement at all levels benefit the Center thru special donations, projects, and equipment.

6. The humanitarian quality of staff shows in their teaching.

7. The need to be a friend as well as staff is emphasized to all, including the aides.

8. Promotion and movement of staff within the district results in many positive changes and programs.

9. Center is publicized in a videotape used by the State Department of Vocational Education.

10. Vocational education student organizations are emphasized. Students who participate have an excellent record of success.

11. An administrator needs to create dialog between vocational education/special Education and other high school administrators. This should include daily and weekly contacts.

Special Education Coordinator at the Vocational Center

1. My construction background and special education experience were helpful.

2. Aides' job duties were modified to include instructing and assisting with math and academic requirements.

3. Special learning packets can be used by vocational teachers as units for "regular education" students.

4. Emphasize to the aides that they must attend classes rather than take student out of class. Aides need to be a visible part of the class.

5. Aides are sometimes affected by the equipment and materials in the vocational education classes. They need to build in instruction and planning time for these factors.

6. The aides' monthly meeting provides inservice training, allows sharing of information, and promotes unity among them.

7. Some home high schools call for instructors and counselors to attend screening programs.

8. The administrative support has been excellent. Administrators provide an atmosphere of "letting you do your job."

9. The advisory committee contracted to buy a computer for the program.

10. The support services team selects two students annually who have advanced the most and gives them the support services achievement award.

Teacher Specialist Responsible for Job Placement

1. Tell employers to call in April for graduates who want jobs, as well as next year's work study candidates.
2. Job service visits the school on a regular basis.
3. Students are starting career planning sooner than last semester of their senior year.
4. The savings bond incentive program has motivated a number of students.
5. The school district has representation on the JTPA Private Industry Council.
6. Teachers are on area committees.
7. Interagency cooperation is shown through workshops, referrals, and distributing each other's materials.

Vocational Education Teachers

NOTE: Some of these instructors have over 50% of their class listed as special education students.

1. Use the learning packets with the regular curriculum especially when testing kids for course content not spelling and reading skills.
2. Learn about the kids first, take the test first, then with the aide give them a second chance.
3. Take a little extra time. Usually the student knows the answer well enough to pass.
4. Grade in terms of 50% for work habits/attitude/effort and 50% for test grades.
5. Use AV and demonstrations more and homework less.
6. Remember that time changes many of our misconceptions.
7. The emphasis on proper social skills by the Rock Creek Special School staff helped students in my class.
8. Competency based spelling/writing skills are beneficial.
9. Teachers identify competencies that are appropriate for the special education students to learn in their classes.
10. The support team shows flexibility.
11. Special education students with support have been some of the best nurse aide candidates. They show how they care for people in the work setting.

12. Sometimes vocational education teachers assist with job placement.

13. Youth organization and contests are excellent motivators and tools for the special needs students. They include after school activities and state competitions.

14. Refer some behavior problems to the support team first instead of the administration.

15. We see an increase in learning disabled and emotional disturbed students in our classes and the need for support services.

Parents

1. Their son who has a learning disability is employed in welding at the same work site he had during his work study program. No job accommodations were required and his short attention span was accepted. He had good work habits and responded to praise by his employer.

2. The instructors understood and related to students. They showed respect for students.

3. Their son received an award for "most improved welding student" and was being considered for a voc tech scholarship.

4. The parents involvement helped their son get over previous emphasis on his limitations.

5. The counselors were honest about student's skills and career opportunities.

6. The student and his family received information on welding jobs available.

7. Instructors kept parents informed on their child's progress.

8. The open house was helpful.

9. Students enjoyed completing subcontracts from outside customers in the vocational/technical center classes. Liability issues changed this program.

Parents Of Child Who is a Slow Learner in Language Arts

1. The flexibility to earn credits toward a diploma, including taking vocational center credits instead of certain physical education classes is very important.

2. Even though many parents do not like the student classification system and labels, most parents feel the small classes early enrollment, summer JTPA jobs and other school programs provide most of what their students need.

3. Students are not made to feel inferior. The program makes students feel good about themselves.

4. Vocational center programs offset some bad high school experiences.

Student Comments

1. I like getting around other people.

2. Other students and teachers help us.

3. They gave me help in taking the tests.

4. I liked the opportunity to try out different classes on a rotating basis.

5. The staff presentations in middle school and ninth grade sounded interesting and helped me make a decision.

6. The support team helped me with math and now I feel more confident. I want to get into more programs at home school and vocational center.

7. I am learning from others in the patient care field at my work study station. I'm at the hospital four days a week, and at the care center one day a week. We change uniforms at the school before going to work. Patients are assigned by the instructor.

8. An aide helped me with pretests, learning packages, and unit summaries. This made a major improvement in my grades. I was able to see the aide a half hour before I left school.

9. A student from Rock Creek School was taken out of drafting class for short periods of time to work with the aide on measurement skills.

10. It helps when the teacher demonstrates first and when the aide is in the classroom.

Considerations for Those Wishing to Replicate This Project

Administrative

Establish a working relationship and cooperative agreement between vocational education and special education if not currently established. Write projects for state and federal grants to establish support services. Work with local administration, the board of education, the advisory council, and parent groups to establish local funding and staffing positions for support service personnel.

Fiscal

Startup

House the VSST in a resource room in a central location of the vocational area or building. The room should be close to a vocational shop, guidance office or library. Small study areas or student work rooms are also helpful in multi-use instruction. Utilize vocational shops and classrooms for student services when appropriate. As the program develops, staff will need a phone, typewriter, and copy machine.

Maintenance

If evaluation services are developed, a full size classroom with a sink, drain, and vents would be helpful. Work samples that reflect vocational programs will need to be purchased or developed. Cost can be reduced with homemade work samples. Revise and update the evaluation annually.

Staffing

Because of the diverse nature of support services, staffing requires a team-building approach where staff works together to provide a variety of services. Professional personnel should have a background and interest both in serving special needs students and in vocational education. Our team, consisting of one vocational needs instructor, one special education instructor and adult instructional aides, has been very effective. Peer tutors can also be utilized effectively in vocational class. School volunteers, retired instructors, or adults interested in student services can be identified, interviewed, and inserviced as VSST instructional aides.

Project Initiation Procedures

Determine local needs and goals for the support service team. Visit other school systems or exemplary programs to understand the concept of support services. Select components from established programs that will meet local county needs. If possible, have technical assistance provided by a consultant to establish program goals, procedures and inservice. Proper planning will save time and money. Hire VSST staff prior to the start of school. Conduct training for local building staff to inform them about the program and obtain instructor support and utilization of VSST services. Review project goals and local system needs annually to improve VSST services. Continue to work with counselors, special education instructors, vocational instructors, community organizations, student services, and local administration to keep communications open and instructional services coordinated.

Technical Assistance Available

Type

The Frederick County Vocational Support Service Team will accept phone inquiries, written requests for information, or requests for on-site visits. Address inquiries to:

Mr. Hoyman or Mr. Sacchetti
Frederick County Vocational Center
7922 O'Possumtown Pike
Frederick, MD 21701
(301) 694-1659

Cost

There is no cost for technical assistance approved by the Executive Director of Vocational Education. Consultant services provided by Mr. Hoyman, Mr. Sacchetti, or Mr. Best include transportation and lodging costs and a $400 to $500 a day fee depending upon services requested.

Instructional/Staff Development Materials

Type

The following materials are available:

1. Handbook for Vocational Support Service Teams in Maryland (1984),
2. Vocational Learning Activities packet (available in 14 vocational program areas),
3. Vocational Evaluation/Support Services Information Packet,
4. Career Education Industrial Visitation Workshop Guide.

Cost

The cost of each is as follows:

1. VSST Handbook $5.00,
2. Activities Packets $4.25 to $13.75,

3. VSST Information Packets $8.00,
4. Visitation Workshop Guide $5.00.

Ordering Procedures

Order the Handbook for Vocational Support Services Teams and Vocational Learning Activities Packets from:

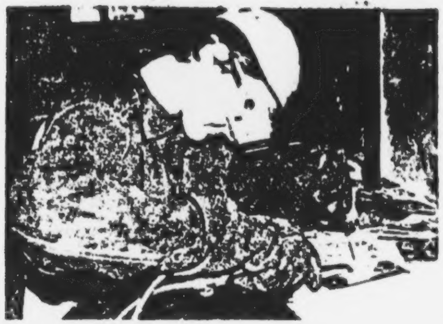
Vocational Curriculum R & D Center
Department of Industrial Technological and Occupational Education
The University of Maryland
J.M. Patterson Building
College Park, MD 20742
(301) 454-2260

An out of state catalog of additional resource material from the R & D Center can be provided upon request.

Order the Vocational Evaluation/Support Services Information Packet and Career Education Industrial Visitation Workshop Guide from:

Frederick County Vocational Support Services
Frederick Vocational/Technical Center
7922 O'Possumtown Pike
Frederick, MD 21701
(301) 694-1659

EXHIBIT 19



CUTTING THROUGH THE RED TAPE

STUDENT ELIGIBILITY

Students are eligible for services if they are:

1. diagnosed as handicapped according to PL 94-142
2. "Academically disadvantaged" meaning the student:
   - a. lacks reading and writing skills
   - b. lacks mathematic skills
   - c. performs below grade level
   - d. demonstrates high absenteeism
   - e. has low self-esteem, low-motivation, or lack of initiative
   - f. is currently failing present academic or vocational programs

ELIGIBLE PROGRAMS

Programs eligible for vocational support service include:

- any of the 21 vocational programs offered at the Frederick County Vocational Technical Center
- all two credit vocational class offerings taught at each of the 7 county high schools, approved by the Maryland State Department of Education
- any combination of two or more Level I business education or individual Level II business programs
- any comprehensive homemaking or Level II home economic programs

OUTCOME

Successful training and placement of special needs students in vocational programs and related jobs.

For additional information or assistance contact:

Ronald D. Hoyman
Vocational Evaluator, VSST Coordinator

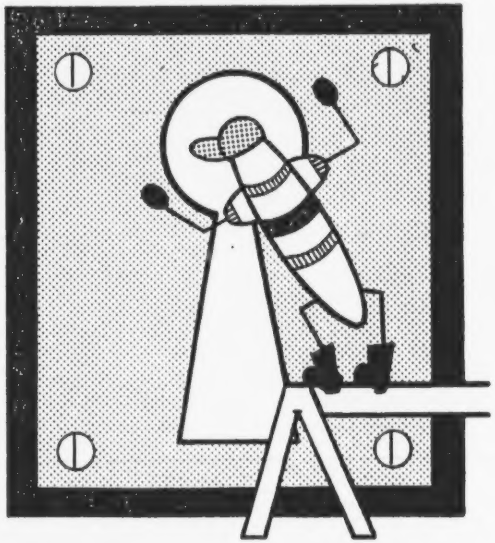
Louis R. Sacchetti
Special Education Instructor Coordinator

Frederick County Vo-Tech Center
7922 Opossumtown Pike
Frederick, Maryland 21701
Telephone: (301) 694-1659

"The Board of Education of Frederick County does not discriminate in admissions, access, treatment, or employment in its programs and activities on the basis of race, color, sex, age, national origin, religion, or handicapping conditions."

FREDERICK COUNTY

VOCATIONAL SUPPORT SERVICE TEAM



Helping Special Needs Students
Look Into the Future as They
Prepare to Bridge the Gap Between
School and the World of Work

EXHIBIT 19, contd.

WHAT'S IT ALL ABOUT?

Frederick County's Vocational Support Service program is a unique award winning multi-phase program designed to provide special needs students with the educational assistance and job preparatory skills necessary to successfully complete vocational training opportunities in preparation for the world of work.

Through the efforts of an innovative team of professionals and instructional assistants, students are provided assistance outside of and within the vocational classroom setting to:

- improve basic vocational skills such as tool identification, safety skills, related vocabulary, etc.
- improve vocationally related academic skills like measurement, time management, reading, estimating, and writing skills
- provide alternative test-taking styles, such as oral testing or hands-on skill assessment
- assist students in developing and using problem solving skills
- assist students in the safe and proper operation of shop equipment and machinery
- monitor student progress and encourage positive worker traits (e.g. attendance, punctuality, attitude and independent work habits)
- improve organizational and study skill development.

MAJOR COMPONENTS AND STUDENT SERVICES

A hands-on vocational unit designed to provide individual and small group assessment of special needs student's interest and abilities through:

- pre and post assessment student interviews
- vocational interest/slide presentations and visitation to Frederick County vocational programs
- vocational ability assessments
- review of occupational filmstrips
- hands-on vocational experience in 25 specially developed vocational work-sample stations.

Following each student's evaluation an individualized report is written and used by the home school's A.R.D. committee or counseling department for vocational placement.

A county-wide network of instructional assistants and/or peer tutors who help handicapped and disadvantaged students improve their vocational and business training skills.

The development and utilization of vocational learning activities packets in fourteen occupational training areas have been designed to supplement and reinforce instruction. Specific units of instruction include:

- Orientation
- Vocabulary
- Safety
- Tool and Material Identification

Plus related vocational skills packet.

A structured three day vocational/career evaluation workshop for all 9th grade students, a component of Project Basic World of Work objective. Each student will:

- complete an individual career interest profile sheet
- complete personal assessment of occupational interest
- be provided with an oral and written description of course titles, location and enrollment procedures for all vocational, business, and gainful home economics programs
- be provided with a special equity presentation and folder to emphasize enrollment in non-traditional vocational programs
- review career goals and document occupational interest in his or her permanent career folder

Student instruction and assistance in job seeking skills, job keeping skills and summer employment opportunities are available for 16 to 19 year old students enrolled in Frederick County vocational training programs. The LETS WORK teacher specialist offers a four level sequential program designed to teach, counsel, and advocate for the youth through the high school years so that they may be gainfully employed or go on to school upon graduation.

Equality enrollment opportunities and career guidance is provided by a Vocational Equity Specialist to assist young men and women in identifying non-traditional vocational options.

EXHIBIT 20

Board of Education of Frederick County
Student Services Division
115 East Church Street
Frederick, Maryland 21701

March 5, 1987

Memorandum To: Principals
Special Education Teachers
Guidance Counselors

From: David Campbell

Regarding: Enrolling Handicapped Students at the Frederick County Vo-Tech Center

Please observe the following revisions to the December 12, 1986 handicapped enrollment policy:

1. The home school A.R.D. will address the need for vocational placement after all standard evaluations, including vocational evaluations as appropriate, are completed. Referral to the Vo-Tech Center may be recommended. If involvement of the Vo-Tech Special Education Teacher is needed, the Vo-Tech team will determine the level of service to be provided.

2. The home school will contact the Vo-Tech Center to schedule a date and time for a joint teaming to discuss placement and individual needs. Working copies of the IEP cover page SE-8, LD Report and most recent evaluation should be presented at this time.

3. An A.R.D./IEP meeting will be held at the Vo-Tech Center prior to the arrival of new students to discuss information relevant for a smooth transition. Home school representative, vocational instructors, and other appropriate individuals/agencies may be invited to discuss behavior management systems, transportation, etc. Parents must be invited to this meeting and the portion of the IEP covering Vo-Tech special education services should be written at this time. A copy will be sent to the home school casemanager for attachment to the IEP and inclusion in the blue folder. This service will be reflected on the cover page (SE-8) of the IEP.

4. The IEP will be reviewed annually or earlier if requested.

5. The Vo-Tech Special Education Teacher will monitor the student's progress and recommend program adjustments when appropriate.

6. The student will receive the full services of the Center's Support Team to ensure success.

7. The Vo-Tech staff will meet on a regular basis to review the student's progress. This information will be shared with other schools as appropriate.

cc: Dr. Estes Lockhart
Special Ed Coordinators

Approved:

Dr. James O. McDowelle
Executive Director of Student Services

Approved:

Dr. J. Spicer Bell
Executive Director of Vocational Education and Computer Services

EXHIBIT 21

Where to Go! **VOCATIONAL/CAREER EVALUATION WORKSHOP** **Career Educat**

[illegible] of course selection for tenth grade subjects all ninth grade students in Frederick County are provided a two day evaluation screening to help identify individual vocational options and career goals. Students, parents, and counselors are encouraged to review and further explore the results listed below to assure realistic career, vocational training and employment goals.

Welcome to the Vocational/Career Evaluation Workshop. You are here to match your interests with school subjects and job interest. This Workshop is here to help one person — YOU — do your best.

Evaluation Period .... (Month Day Year) Instructor .... Class Period ....

Name .... (Last First Middle) Social Security # ....

Circle Present Grade 7 8 9 10 11 12 High School .... Age.................. Sex M F

♦♦♦♦♦ STOP ♦♦♦♦♦ STOP ♦♦♦♦♦ STOP ♦♦♦♦♦ STOP ♦♦♦♦♦ STOP ♦♦♦♦♦

Orientation Film: KNOW YOURSELF and FIND A CAREER

1. What is your Favorite Class ....
   Your Least Favorite Class ....
2. Check the highest level of schooling you would like to complete for job training
   - ☐ High School
   - ☐ Vocational School
   - ☐ Military
   - ☐ Community College (2 year)
   - ☐ College (4 year)
3. Name some special talent you have (What you can do well), or what you like to do in your spare time. (skill or hobby for example)

   ....

   ....
4. Occupation — a Job or the kind of work a person does for a living, this should be something you like to do. Name two beginning jobs which are of interest to you.

   First Interest ....

   Second Interest ....
5. Career — the training or job you would do for many years or as a lifes work.

   Career Interest .... Not sure ☐
6. Personal Work Interests

   Check the box which you feel BEST matches your interest for each job activity.

   a. I would rather work on a job where :
   - ☐ I work by myself
   - ☐ I work with a few persons (1-4)
   - ☐ I work with small or large groups of people

   b. I would rather work on a job where:
   - ☐ I do the SAME KIND of duties each day or each week
   - ☐ I do DIFFERENT KINDS of duties each day or each week

   c. I would rather work on a job where:
   - ☐ I can work inside
   - ☐ I can work outside
   - ☐ I can work both inside and outside

   d. I would be willing to travel the following distance (round trip) each day to work:
   - ☐ 0-25 miles
   - ☐ 25-50 miles
   - ☐ 50-100 miles

   e. I would be willing to work the following TIME schedule:
   - ☐ Day Shift (8a.m. - 5p.m.)
   - ☐ Evening Shift (4-12 or 12-8)
   - ☐ Split Shift (Day or Night)
   - ☐ Varied Shift (Weekends & Holidays)
   - ☐ Any of the above

♦♦♦♦♦STOP ♦♦♦♦♦ STOP ♦♦♦♦♦ STOP ♦♦♦♦♦ STOP ♦♦♦♦♦ STOP ♦♦♦♦♦

The CASE (Career Assessment Survey Exploration) occupational interest inventory shows:
Highest interest in the following OCCUPATIONAL CLUSTER

1. .... Occupations 2. .... Occupations

♦♦♦♦♦STOP ♦♦♦♦♦ STOP ♦♦♦♦♦ STOP ♦♦♦♦♦STOP ♦♦♦♦♦ STOP ♦♦♦♦♦

Final job preference, or career choice which matches your interest, abilities, and personality.

First Choice .... **Second Choice** ....

ORIGINAL COPY-SCHOOL/COUNSELOR ♦ CANARY-STUDENT/PARENT & [illegible]

EXHIBIT 22

Vocational Evaluation
Student Interest and Ability Report
Individual Counseling Plan (ICP)

I. General Information

Date________________ Evaluation Period ________________ ________________
(Month) (Days)
Name ________________________________ Social Security # ________________
(last) (first) (middle)
Address ____ Phone # ______________
(no.) (street) (city) (zip)
Date of birth ______________ Age _______ Sex _______ Race______________
(month, day, year) (M/F) (Caucasion, Black, Asian, Hispanic, Other)

7 8 9 10 11 12 Adult High School ______________________________
(Circle present grade)

II. Vocational Information and Interest Results:

Initial Screening Job Interest:

1. ______________________________ 2. ______________________________

Job you would like to have five years from now ________________________

The Vocational Interest Exploration Survey, a non-verbal measure of interest areas, indicates highest interest in:

1. ______________________________ 2. ______________________________

III. APTICOM's battery of 11 separate aptitude tests and interest inventory combine to assess ability and interest in a full spectrum of job related areas indicates:

APTICOM Aptitude Test

	BA	AVG	AA
G General Learning Ability			
V Verbal Ability			
N Numerical Ability			
S Spatial Perception			
P Form Perception			
Q Clerical Perception			
K Motor Coordination			
F Finger Dexterity			
M Manual Dexterity			
E Eye-Hand-Foot Coordination			

Individual student review and selection of occupational groups and jobs listed.

APTICOM Interest Areas

Highest occupational clusters selected:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

IV. The Wide Range Interest Opinion Test (W.R.I.O.T.) a verbal measure of interest areas, indicated highest interest in:

1. ______________________________
2. ______________________________

Lowest interest in:

1. ______________________________
2. ______________________________

V. Dexterity Assessment

The Bennett Hand Tool Dexterity Test rating for tool use and machine operation.

Below Average___, Average___, Above Average__

The Purdue Pegboard Dexterity Test for small parts dexterity for:

Right Hand________ Left Hand _______
Both Hands________ Assembly _______

The overall results of individualized dexterity assessments indicates that ________________ possesses ________________ dexterity ability

VI. The Bennett Mechanical Comprehension Test indicated a __________ rating in comprehension of mechanical relationships and physical laws in practical situations.

EXHIBIT 22, contd.

VII. Work sample Selection and Rating Scale:

Primary Jobs Selected: 1.__________________ 2.__________________

(The following chart indicates vocational jobs and related occupational training areas selected in accordance with student interest, abilities, and worksample experiences.)

KEY: (1) Excellent (2) Above Average (3) Average (4) Fair (5) Poor

M-Most Preferred L-Least Preferred

Vocational Choices	1-5	ML	Vocational Choices	1-5	ML
1. Agri-business/Agriculture Production			19. Sewing		
2. Agriculture Plants & Animal Care			20. Food Services		
3. Landscaping & Nursery Management			21. Computer Technician		
4. Horticulture/Floriculture			22. Electronics Occupations		
5. Auto Mechanics			23. Construction Electricity Electrical Occupations		
6. Diesel & Truck Mechanics			24. Air Conditioning and Heating/Refrigeration		
7. Body & Fender Repair			25. Plumbing		
8. Small Engine Repair			26. Nursing Assistant		
9. Computer Operator/Data			27. Allied Health Careers		
10. Clerk Typist/Stenographer			28. Cosmetology		
11. Distributive Education Marketing			29. Machine shop		
12. File Clerk/Receptionist			30. Welding		
13. Cabinetmaker			31. Sheet Metal Fabrication		
14. Carpentry			32. Drafting		
15. Masonry			33. Graphic Arts/Printing		
16. Building Maintenance			34. Bench Assembly		
17. Child Care			35. Other Occupations:		
18. Comprehensive Homemaking					

VIII. Observations and Recommendations:

An interpretation of behavioral observations, habits, and attitudes:

Related Occupational Choices

1. Work with: Group setting ___
   1 or 2 persons ___
   Individually ___

2. Working Conditions:
   Outdoors ___
   Indoors ___
   Both ___

3. Task Preference:
   Repetitive ___
   Varied Task ___

4. Educational Goals:
   H.S. ___ Vo-Tech ___
   Jr. College ___ College ___

5. Preferred Activities:____

EXHIBIT 22, contd.

An interpretation of personal interest screening, dexterity test, and selected work sample experiences suggests ____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

My recommendation for future training suggests ____________ has shown the highest
interest and aptitude for the _________________________
occupational areas _________________________
____

NOTE: It is the intent of this evaluation to help _______________ further assess and define his/her vocational and career goals. However, other factors besides student interest, and aptitudes needs to be considered. I recommend that __________ discuss educational and vocational goals with the home school guidance counselor prior to selecting an appropriate educational program.

Cordially,

Ronald D. Hoyman,
Vocational Evaluation Coordinator

Counselor Comments: ____

____

EXHIBIT 23

Enrolling Handicapped Students at the Frederick County Vo-Tech Center--Flowchart

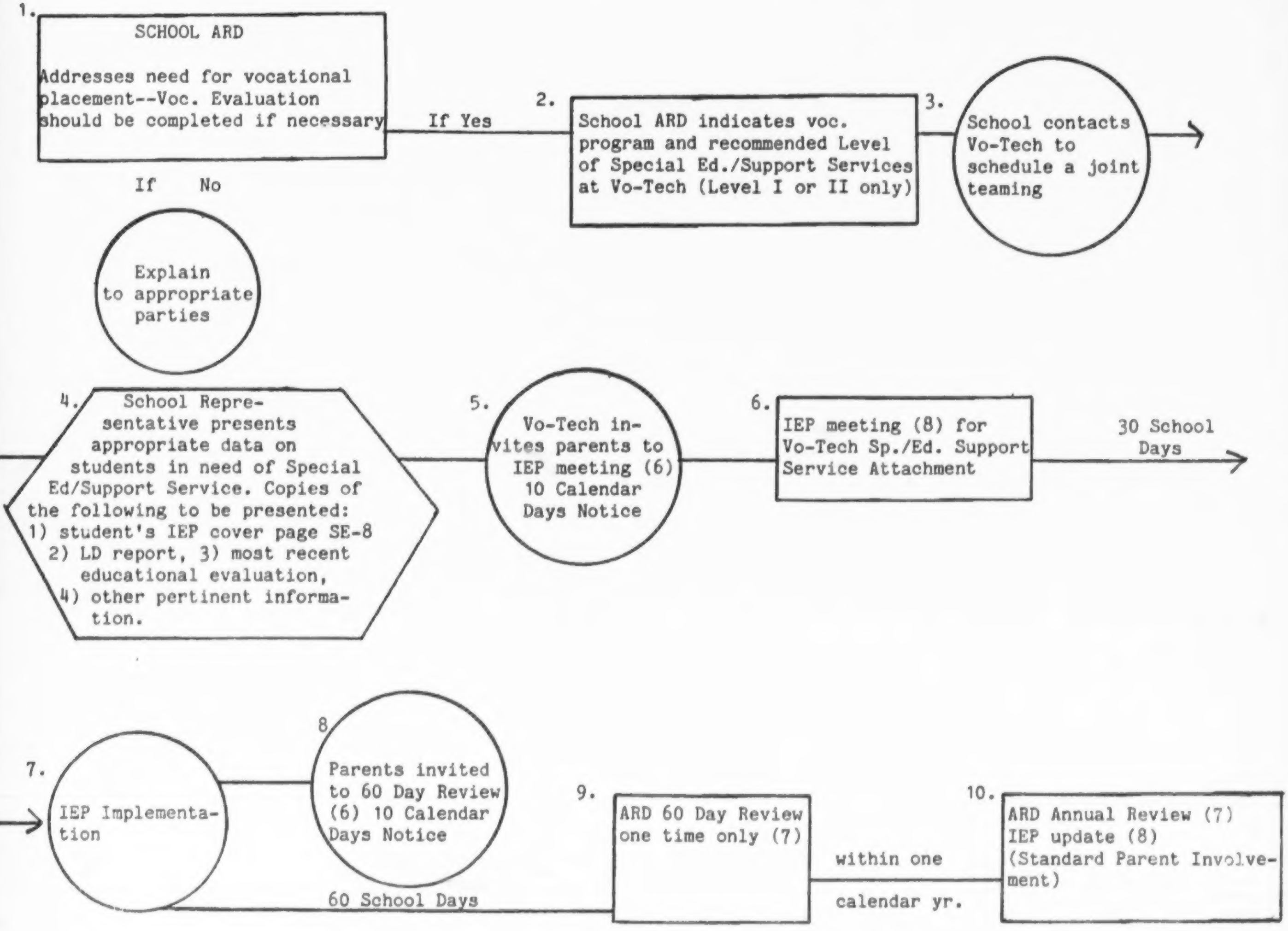
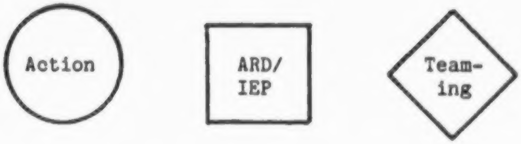

1.
SCHOOL ARD
Addresses need for vocational placement--Voc. Evaluation should be completed if necessary
If Yes
If No
Explain to appropriate parties
2.
School ARD indicates voc. program and recommended Level of Special Ed./Support Services at Vo-Tech (Level I or II only)
3.
School contacts Vo-Tech to schedule a joint teaming
4.
School Representative presents appropriate data on students in need of Special Ed/Support Service. Copies of the following to be presented: 1) student's IEP cover page SE-8 2) LD report, 3) most recent educational evaluation, 4) other pertinent information.
5.
Vo-Tech invites parents to IEP meeting (6) 10 Calendar Days Notice
6.
IEP meeting (8) for Vo-Tech Sp./Ed. Support Service Attachment
30 School Days
7.
IEP Implementation
8
Parents invited to 60 Day Review (6) 10 Calendar Days Notice
60 School Days
9.
ARD 60 Day Review one time only (7)
within one calendar yr.
10.
ARD Annual Review (7) IEP update (8) (Standard Parent Involvement)

EXHIBIT 23, contd.

NOTES:

1. Every effort should be made to shorten times when possible.
2. Experience has shown that personal contact via telephone is an excellent way to assure that parents understand and support their child's special education program.
3. Forms have been consolidated and reduced in number. They may be annotated so that accurate communication occurs, e.g., encircling "IEP MEETING" on Form 6 when that is the meeting referenced.
4. The ARD committee must approve the IEP by signing the first page. This may be done at the initial ARD meeting, a subsequent meeting or outside of a formal meeting (see Special Education Handbook, Section IIC2-p. 68).
5. IEP's may be reviewed at anytime by parent or school request.

Key:



( ) indicates forms involved

EXHIBIT 24

Priority Rating

1 2 3 4
(Circle)

Vocational Evaluation Center
Counselor Reference/Referral Form

The Vocational Evaluation Center has established guidelines for student assessment on the Evaluation Center Information Brochure. However, it is essential that counselor recommendations and referral information be obtained for student selection and assessment. Please complete as much of the information as possible when referring a student for assessment to the Vocational Evaluation Center. (Note: Information is for Evaluation Center use only.)

1. Student Name_______________________________ Age__________

   High School__________________________ 7 8 9 10 11 12 (Circle present grade)

2. Using the criteria below, check appropriate needs:
   CRITERIA FOR STUDENT SELECTION: Any student who demonstrates a strong interest in pursuing vocational training and displays special needs according to two or more of the following criteria: (Please check appropriate boxes)

   1. Two or more years below grade level in reading skills.
   2. Two or more years below grade level in basic math skills.
   3. Tendency toward high absenteeism, dropping out, or truancy.
   4. Currently failing present academic or vocational program.
   5. Students who express a need for or can benefit from a structured vocational assessment process.
   6. Negative attitude toward learning and personal self-image.
   7. Noticeable impairment in sight, hearing, speech, or physical handicap.
   8. Economically and culturally disadvantaged.
   9. Other mental, emotional, or physical handicap.
   10. Other____________________

3. Currently identified for or now attending special education classes:
   Yes___ No___

4. Medical Information: Please list any physical limitations or disabilities know. (Example: hearing, vision, dexterity)________________________

5. Vocational Information: Expressed student vocational interest__________
   Vocational Interest Test Results:____________ Test______________

6. Additional information/comments you may feel helpful:

7. Referral person:______________________ Phone__________________

Please return this form as soon as possible, with the Parent/Guardian Permission Form. You will be contacted for student scheduling when an evaluation opening is available.

Thank you for your cooperation.

Ronald Hoyman/Vocational Evaluation Coord.
Frederick County Vo-Tech Center
Phone 694-1659

EXHIBIT 25

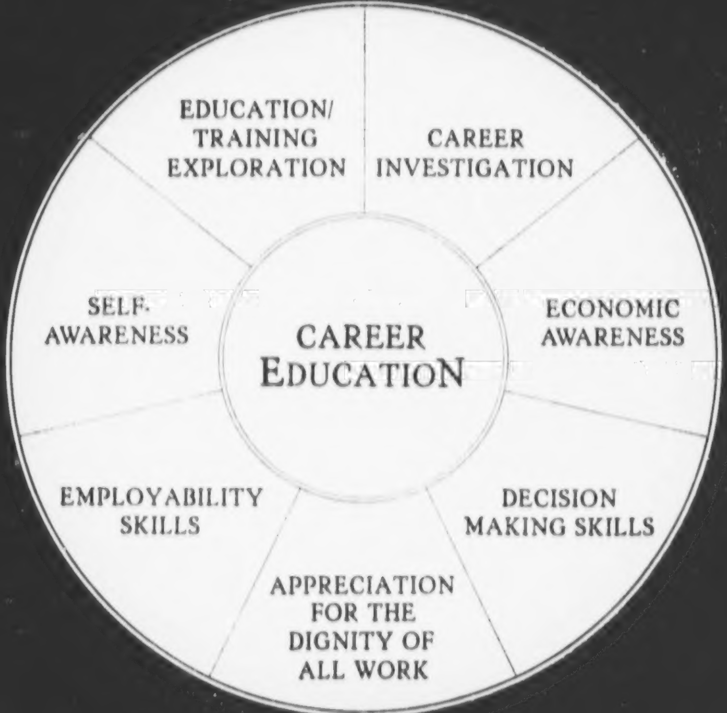
Name ______________________________ **Soc. Sec. #** ______________________

Address ____

Phone ________________ **DOB** ________________ **Parent/Guardian** ________________

CAREER EDUCATION

BOARD OF EDUCATION OF FREDERICK COUNTY


EDUCATION/
TRAINING
EXPLORATION
CAREER
INVESTIGATION
SELF-
AWARENESS
CAREER
EDUCATION
ECONOMIC
AWARENESS
EMPLOYABILITY
SKILLS
APPRECIATION
FOR THE
DIGNITY OF
ALL WORK
DECISION
MAKING SKILLS

MESSAGE TO STUDENTS

This is your career planning folder. It is meant to help you plan for and make satisfying career decisions. In order for you to make choices involving your career, you need to be able to recognize your interests, skills, and goals. You must know how to get and use information about work and education and how to make decisions. Once you have identified several tentative career choices, you need to learn the necessary skills for seeking employment. You will also have an opportunity to explore potential occupations in relation to personal aptitudes and interests unrestricted by stereotypes of sex role, race, socio-economic level, or handicapping condition.

Career decision making is a process that begins at a young age and continues throughout life. You are not expected to make final decisions at a magic time in adolescence. But, you do need to know the importance of planning and goal setting. Further, you should acquire an appreciation for the dignity of all work and the interrelationships of occupations in modern society.

Career decision making at times seems difficult. Your family, school and community can help. Career decision making can also be exciting. Have a good time while you learn.

BEST COPY AVAILABLE

EXHIBIT 25, contd.

YEARLY ACTIVITIES

8th Grade

List School/ Community Activities

List 3 career clusters you have researched and 2 jobs in each that you found interesting.

List Hobbies/Interest

9th Grade

List 3 career clusters and 2 jobs in each that are of interest to you.

What abilities, interests or experiences do you have that would be needed on 2 of the jobs you have listed?

TENTATIVE CAREER PLANS

	Career Goal	Post H.S. Plans	Discussion with Parents (Yes/No)	Possible Problems
8th				
9th				
10th				
11th				
12th				

APTITUDE TESTS, ENTRANCE EXAMS, INTEREST INVENTORIES, ETC.

Name	Grade	Others	Grade
JOB-O			
Harrington O'Shea			
Self-Directed Search			
CASE			
Vocational Assessment			
ASVAB			
PSAT/NMSQT			
SAT/ACT			

EXHIBIT 25, contd.

WORK EXPERIENCE – PAID AND VOLUNTEER

(You may include family responsibilities.)

Grade	Type of Work	Skills Needed

REFERENCES

(List only those people who have given permission to be used as a reference)

Name	Address	Phone

CAREER PLANNING COUNSELOR LOG

Date	Appropriate comments from student visits, parent conferences, phone calls, etc.

CAREER EXPERIENCES

Grade		
		Completed job application
		Completed business letter
		Participated in real or simulated job interview
		Prepared a Career Profile (resume)
		Participated in job shadowing
		Visited Vocational Technical Center
		Participated in an internship
		Completed a Work Study program

EXHIBIT 25, contd.

10th Grade

Name 1 or 2 career clusters in which you are interested and explain why each is of interest to you. Give any problems you think you might encounter.

Identify 2 jobs in each cluster you listed above and give the education or training required to enter each job.

Describe your skills, abilities, experiences, and interests that indicate these might be good career choices for you.

11th Grade

Name 1 or 2 career clusters in which you are interested and explain why each is of interest to you. Give any problems you think you might encounter.

Identify 2 jobs in each cluster you listed above and give the education or training required to enter each job.

Describe your skills, abilities, experiences, and interests that indicate these might be good career choices for you.

GRADE 12 – WHERE DO I GO FROM HERE?

Describe your post high school plans, include career goal, necessary skills, education, and training, problems that you might encounter, and plans to eliminate problems. Identify possible job alternatives. (Use additional paper, if needed)

EXHIBIT 26

Industrial Visitation Workshop

From 1982 thru 1985 the Frederick County Support Service Team coordinated and presented an Industrial Visitation-Career Counseling Workshop. The purpose of the week long workshop was to provide 15 to 20 vocational instructors, guidance counselors, and special education instructors with an opportunity to visit local business and industry to gain first-hand information about the local job market. This workshop not only created a very interesting format for instructor awareness but helped promote a better work relationship and understanding between the needs of local business and industry and the Board of Education. A further outgrowth of the workshop resulted in the development of a Career Education Industrial Visitation Workshop Resource Guide which is used by counselors and instructors to provide local employment opportunity information to students. With this resource guide to career information, teachers and counselors may feel more adequately informed when counseling and advising students concerning career choices and vocational training as it related to local business and industry.

The following examples of references used in developing and conducting the Industrial Visitation Workshop are provided as a guide to other educational systems who would like to establish a better understanding and working relationship with the employers in their area.

Example A - Industrial Visitation - Workshop Intent and Objectives

Example B - Workshop Participant Enrollment Form

Example C - Employer letter of visitation confirmation and thank you (Previously set up by phone)

Example D - Weekly Visitation Workshop Agenda (Visitations are made as a group, transported by bus)

Example E - Participants Workshop Assignments

Example F - Business Industry Information Sheet (Completed and used for the resource guide)

Example G - Certificate of Appreciation (Prepared and given to the business or industry visited during the visitation)

Finally, I would like to suggest that this resource guide is a beginning model of occupational information which may be expanded upon as instructors and students explore career interest. Feel free to make copies of the Business/Industry Information format provided to begin a workshop that will address the needs of your community.

EXHIBIT 27

Frederick County
Business and Industry Resource Guide

This resource packet is designed to assist guidance personnel, classroom instructors, and students with career information obtained during industrial visitation workshops conducted in June 1982, 83, 84, and 85.

The purpose of the workshop and subsequent information enclosed is to provide up-to-date information regarding the character of available employment, local job market, emerging opportunities, and contact persons in business and industry throughout Frederick County. With this resource guide of career information, teachers and counselors may feel more adequately informed when counseling and advising students concerning career choices and vocational training as it relates to local business and industry.

The following table of contents is divided into major occupational clusters with specific vocational areas and occupational information identified separately on the Business/Industry Information Sheet. Each questionnaire will cover the following information:

1. Name of vocational cluster, business, or industry
2. Local address, phone number, and contact person
3. Type of product, or service rendered
4. Types of employees by occupational title, including wage range and essential job entry skills
5. Job benefits, education or on-the-job training availability and subjects or skills important to job success.
6. General observation, comments, working conditions and related information about the occupational area.

It is important to note, that, regardless of occupational area, every business and industry contacted stressed proper appearance and conduct, proper job interview skills, promptness and attendance on the job, reliability, written and verbal communication skills, good attitude, desire to learn, and willingness to work as basic job entry employee skills.

It is also important to consider the scope and availability of employment for Frederick County and the nation as a whole. While many students and adults think of the larger employers or companies, the fact remains that the majority of new jobs in Frederick County are with firms who employ 25-75 workers.

Experience or volunteer work is a key factor to consider when preparing for a career. Once you land the job the opportunity to grow and learn from within a business or industry is very important. Many promotions and new job opportunities are made from within the company. The more jobs you know how to perform in a company is a valuable key in today's changing work scene.

Many jobs in the future will be associated with high technology or the computer age. The important point to consider is that high technology will not change many careers but rather the way work is performed in many jobs that we are already familiar with.

EXHIBIT 27, contd.

Business Industry Information Sheet

Cluster: ______________________________ Date: ________________

Business/Industry ____

Address: ____

Contact Person: ______________________ Title: ________________

Type of product or service rendered ___________________________

	Employee Titles	Full-Time Part-Time	Wage Scale	Essential Job Skills	Job Code
1.					
2.					
3.					
4.					

Employee Benefits: (Vacations, Profit Sharing, Insurance, etc.)

____

____

Is on-job training available? Yes___ No___ Comments: ___________

____

List any subjects or basic employment skills which you feel are important for job entry employment.

________________ ________________ ________________

________________ ________________ ________________

________________ ________________ ________________

What are the most desired characteristics you look for in a potential employee?

____

____

Observations and Comments such as working conditions, safety, shift work, etc:

____

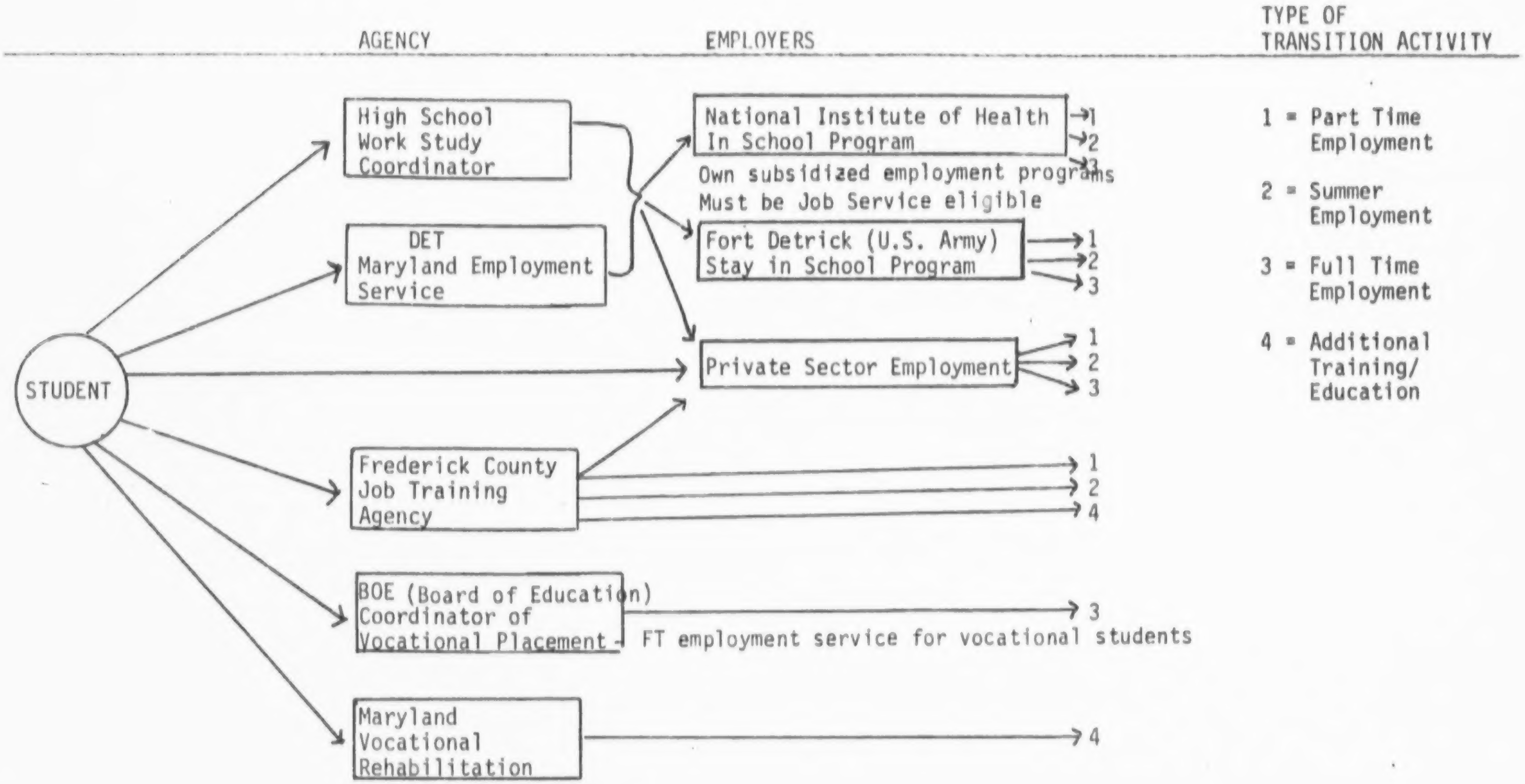
____

EXHIBIT 28

LETS WORK Program

TRANSITIONING PLAN NETWORK (Primary Paths)

1987


AGENCY
EMPLOYERS
TYPE OF TRANSITION ACTIVITY
STUDENT
High School Work Study Coordinator
DET Maryland Employment Service
Frederick County Job Training Agency
BOE (Board of Education) Coordinator of Vocational Placement
Maryland Vocational Rehabilitation
National Institute of Health In School Program
Own subsidized employment programs
Must be Job Service eligible
Fort Detrick (U.S. Army) Stay in School Program
Private Sector Employment
FT employment service for vocational students
1
2
3
4
1 = Part Time Employment
2 = Summer Employment
3 = Full Time Employment
4 = Additional Training/ Education

5 referrals this year.
Get involved Senior year only - Junior year to get to know them.

EXHIBIT 29

The Frederick County Vocational-Technical Center

recognizes

As having attended for a period of year(s) the course of instruction in

Truck Mechanics

And is certified as having completed the list of skills as checked on the reverse side of this document. Information regarding his/her attendance may also be found on the reverse side.

Instructor's Signature

Date

Principal's Signature

EXHIBIT 29, contd.

SKILLS PROFILE

Truck Mechanics

The following list indicates the mastery of skills that the student has achieved.
These skills have been presented to the student in classroom theory and verified in practical application.
See the scale at the bottom left corner.

JOB TRAITS

1. ____ Follows Shop Rules
2. ____ Uses Reference Manuals

SAFETY

1. ____ Follows Safety Rules
2. ____ Identifies Shop Hazards

FASTENERS

1. ____ Identify Basic Types
2. ____ Use Tap & Die
3. ____ Repair Broken and Defective Hardware

HAND TOOLS

1. ____ Has Knowledge of Hand Tools

SHOP EQUIPMENT

1. ____ Operate Drill Press
2. ____ Operate Hydraulic Press
3. ____ Operate Vehicle Jacks
4. ____ Operate Pneumatic Tools
5. ____ Operate Lifting Equipment

BEARINGS AND SEALS

1. ____ Identify Types of Bearings & Seals
2. ____ Adjust & Repack Wheel Bearings
3. ____ Install Lip Type Seal

VEHICLE SERVICE

1. ____ Lubricate Chassis
2. ____ Change Engine Oil & Filter
3. ____ Check All Hoses, Belts & Fluid Levels

CLUTCHES

1. ____ Remove Clutch Assembly
2. ____ Replace Pilot Bearing
3. ____ Install Clutch Disc & Pressure Plate
4. ____ Replace Throw-Out Bearing
5. ____ Inspect, Lubricate & Install Throw-Out Bearing Fork
6. ____ Measure & Adjust Pedal Height
7. ____ Adjust Clutch Free-Play

STANDARD TRANSMISSION

1. ____ Remove & Install Standard Transmission
2. ____ Adjust Linkage
3. ____ Check Fluid Level & Inspect for Leaks
4. ____ Overhaul Standard Transmission

AUTOMATIC TRANSMISSION & TORQUE CONVERTERS

1. ____ Replace Transmission Oil Filter
2. ____ Perform Pressure Check
3. ____ Remove, Install Automatic Transmission
4. ____ Overhaul Automatic Transmission
5. ____ Remove, Install Torque Converter
6. ____ Overhaul Torque Converter

DRIVE SHAFT & UNIVERSAL JOINTS

1. ____ Remove & Install Drive Shaft
2. ____ Replace a Universal Joint

DIFFERENTIALS

1. ____ Replace Pinion & Rear Axle Seal
2. ____ Measure & Read Axle End Play
3. ____ Remove, Disassemble, Assemble & Install Differential
4. ____ Measure Differential Ring Gear Run Out
5. ____ Measure & Adjust Differential Pinion Bearing Preload

BRAKES

1. ____ Adjust Brake Shoes & Parking Brakes
2. ____ Remove & Install Brake Shoes
3. ____ Remove, Install, Rebuild Wheel Cylinder
4. ____ Remove, Install, Rebuild Master Cylinder
5. ____ Replace Disc Brake Pads
6. ____ Remove, Install, Rebuild Caliper

HYDRAULICS

1. ____ Identify Components of Basic System
2. ____ Identify Different Types of Pumps
3. ____ Disassemble & Assemble Gear Type Pump
4. ____ Disassemble & Assemble Vane Type Pump
5. ____ Disassemble & Assemble Piston Type Pump
6. ____ Disassemble & Assemble Hydraulic Cylinder

Days Absent: 1st year________ 2nd year________ 3rd year________

I certify that the information appearing on this document is accurate, and I hereby give permission for the Vocational-Technical Center to release to prospective employers or post-secondary admissions offices, any and all pertinent information.

Scale:

4 - performs independently
3 - performs with supervision
2 - cannot perform at this time
1 - not presented

______________________________ Signature of Student ____________ Date

______________________________ Signature of Instructor ____________ Date

Please call the Vo-Tech Center Guidance Department at 694-1658, between the hours of 8:00 a.m. and 3:30 p.m. for additional information.
Our mailing address is 7922 Opossumtown Pike, Frederick, Md. 21701

LEON'S INTENSIVE TRAINING FOR EMPLOYMENT PROGRAM (LITE)

Location:
Leon County School Exceptional
Student Education Department
2757 W. Pensacola Street
Tallahassee, FL 32304
(904) 487-7157

Contact Person:
Margaret Mills
Vocational Specialist and
LITE Program Manager
2757 W. Pensacola St.
Tallahassee, FL 32304
(904) 487-7314

Background Information

Objective

The LITE program provides a coordinated and cost effective service delivery system to meet the training and employment needs of exceptional secondary students. These students progress through a four year curriculum in the least restrictive environment. LITE program staff also promote cooperation among agencies serving this target group.

Key Features

Major components of the LITE program are:

Development of a four year curriculum that prepares students for employment. The curriculum, known as Leon's Intensive Training for Employment (LITE), requires mastery of competencies in career awareness, exploration and planning, decision making skills, self appraisal, employability skills, communication, human relations, financial management, and social skills. Advancement through the LITE curriculum enables students to develop positive self concepts. Students begin acquiring leadership skills by planning and executing special training activities, including mini conferences, employer/employee functions, and community activities, presentations at workshops.

Florida has written and adopted frameworks for courses leading to a special diploma. Students enrolled in these courses must demonstrate 70% mastery in order to pass. These course frameworks, mandated by the state, were implemented during the 1984-85 school year. The frameworks validate the Special Diploma. The special diploma is accepted in Florida by junior colleges, some four year colleges and some universities upon the student's successful completion of all entrance requirements.

The frameworks were developed to accommodate various exceptionalities. The "applied level" frameworks are for students who are learning disabled and functioning academically at the fourth through sixth grade levels. The "functional frameworks" are for students who are considered educable mentally handicapped or who function academically at or below the third grade level. The "fundamental" frameworks are designed for students categorized as trainable mentally handicapped.

Components of the LITE curriculum, which incorporates student performance standards adopted from state frameworks, include:

1. Four Year Curriculum Framework Outline,
2. Time Frame Reference,
3. Content Outlines,
4. Learning/Teaching Activities (Strategies),
5. Cross References to The Curriculum Frameworks,
6. Resources,
7. Record Keeping Forms,
8. Student Behavioral Objectives,
9. On-The-Job Training Forms,
10. Vocational Rehabilitation Information,
11. Job Training Partnership Act (JTPA) Information.

(See Exhibit 30 for a summary of the LITE curriculum.)

Incorporation of a behavioral point system. Points are awarded for attendance, attitude and performance. Students can earn a total of ten points per day. Three points are awarded for being on time. A demonstrably appropriate attitude is worth three points. Performing the required work is worth four points. (This approach was adopted from the Judy Andrews Center in Pensacola, Florida.) Students who earn the designated points have demonstrated attitudes and behaviors required on a job, and thus become eligible to work in the community. These attitudes and behaviors have been identified as important characteristics that transfer to successful employee behavior. Mastery of the behavioral point system is required before job placement is initiated. (See Exhibit 31 for a more detailed description of this point system.)

Organization of an Interagency Network/Council. Members on this council represent, but are not limited to, vocational education, exceptional education, health and rehabilitation services, TALTRAN (the public transportation system), and the Northwest Florida Private Industry Council (PIC). This Network began meeting in the spring of 1984. The Council's objectives are to provide services and resources necessary to enable secondary exceptional education students to make the transition from school to work, as well as to coordinate the services of the various agencies. The services and resources have included: vocational assessment, job search and placement, on-the-job training (OJT), reimbursement to businesses, purchase of curriculum materials for the classroom, funding a part time testing assistant and job coach position, providing resource speakers to classes, arranging field trips, assisting with public relations and grants/contacts.

Use of Vocational Assessment Systems. The Talent Assessment Program (TAP) is used to screen students prior to entering ninth grade. Students are also referred to the Easter Seals Society Work Evaluation Center or the Lively Vo-Tech Work Evaluation Center as appropriate. Vocational assessments available at those sites include VIEWS, VALPAR, SINGER, JEVS, TOWER, Wide Range Interest and Opinion Test, Minnesota Rate of Manipulation Test, Kuder Interest Survey, Crawford Small Parts Dexterity Tests, Purdue Peg Board, Bennett Hand Tool Dexterity Test, APTICOM, SAVE and psychological tests.

Incorporation of the Cooperative Vocational Education Model of instruction into the LITE program. Cooperative Vocational Education combines learning experiences from the community with occupationally oriented in-school instruction for the student. The student's employment is scheduled and supervised by the LITE teacher/coordinator at each high school. The LITE coordinators are Exceptional Student Education (ESE) teachers who have received inservice training in vocational-cooperative education methods.

Extensive public relations. The LITE program's activities and goals are disseminated via T.V. appearances at least five times per year, radio coverage, newspaper articles (local, state, national), and articles in newsletters, journals, and magazines. Other public awareness strategies include memo pads, a "successful student" bulletin, and letters from the superintendent to employers who hire LITE students. Workshops, seminars, and presentations about the LITE Program are conducted approximately ten times throughout the school year.

Monthly inservice for teachers. Approximately 19 hours of inservice were conducted for exceptional education teachers during the 1985-86 school year. An inservice training program has been implemented to train exceptional education teachers in the cooperative vocational education method of instruction. This training program includes both class time and time for teachers to develop projects. Participating teachers earn 90 hours of credit toward meeting state education requirements. This training program began August 19, 1986, and was completed in June, 1987.

A Vocational Specialist as the LITE Program Manager. She provides leadership, support and assistance to LITE teacher/coordinators and other staff by:

1. Providing inservice training for staff,
2. Conducting research,
3. Designing and developing curriculum,
4. Developing jobs and coordinating job development by other staff,
5. Coordinating transportation for students to interviews and jobs, when necessary,
6. Planning and executing a public relations program,
7. Monitoring the vocational assessment scheduling,
8. Preparing grant applications,
9. Serving as chairperson for the interagency council,

10. Writing job description for staff hired for grant supported positions,

11. Supervising staff hired through grant funds,

12. Providing support to SED/NET Vocational Support Teachers,

13. Providing support and assistance to regular vocational education teachers who instruct mainstreamed exceptional education students.

This support includes developing curriculum modifications, suggesting alternate teaching strategies, carrying out job placement and maintaining agency linkages.

A Transition Specialist as part of the program. The Transition Specialist coordinates services provided by state and local agencies who can assist dropouts, students at risk for unemployment at graduation, and unemployed graduates.

Profile of Local Service Area

The LITE Program serves one county-wide school district. Leon County is a predominantly urban setting, with outlying agricultural areas. The 1986 census listed the population at 73,000. Twenty nine percent of the adults are ages 18-24, with an additional 28% ages 25-34. Thirty one percent of the adults ages 25 and above have college degrees, while an additional 31% have had some college training. The county's largest city, Tallahassee, is also the state capitol. Government and education account for 40% of the jobs in the area. The community is predominantly white collar, with a 1986 unemployment rate of 4.1%.

Staff Assigned to Project

Director - 5%

She has spent 16 years in the field, the last four of which were in her current position. Her Bachelor's degree is in special education/elementary education, and her Master's degree is in Special Education, Interrelated Areas.

Vocational Specialist & LITE Program Manager - 100%

She has spent 14 years in the field, the last four of which were in her current position. Her Bachelor's degree is in special education and social welfare. Her Master's degree is in vocational administration and supervision with advanced study in early childhood, and diversified cooperative training/work experience. She and her spouse operate a small business (restaurant) in Tallahassee. She also serves as a private sector member of the local Private Industry Council.

Exceptional Student Education (ESE) Teacher #1 (LITE Coordinator) - 100%

She has been in the field for 14 years, and in her current position for five years. Her Bachelor's degree is in special education/regular education.

ESE Teacher #2 (LITE Coordinator) - 90%

She has been in the field for 11 years, and in her current position six years. Her Bachelor's degree is in special education, with a focus on students who are mentally retarded.

ESE Teacher #3 (LITE Coordinator) - 90%

She has worked in the field for eleven years, the last five of which were in her current position. Her Bachelor's degree is in special education. For her Master's degree in special education she focused on teaching students who have specific learning disabilities and students who are mentally retarded

Director of Program Development/Curriculum - 5%

He has worked in the field for eleven years, and in his current position for three years. His Bachelor's degree is in history and political science, his Master's is in special education, and his Doctorate is in exceptional education with a focus on students with mild handicaps.

Transition Resource Teacher - 60%

She has worked in the field for 16 years, the last two of which were in her current position. Her Bachelor's degree is in special education, with an emphasis on mental retardation and specific learning disabilities. With her spouse, she also operates a small business (vacation rental cabins).

Job Development Specialist/Testing Assistant - 100%

He has spent four and one half years in the field, the last one and three fourths in his current position. His Bachelor's degree is in zoology. He is also certified as a vocational evaluator and as an administrator of the Talent Assessment Program. He formerly owned and operated a small business (retail store).

SED/NET Vocational Support Teacher - 75%

She has been in the field eleven years, the last two of which were in her current position. Her Bachelor's degree is in special education, with an emphasis in working with individuals who are mentally retarded, emotionally handicapped, or physically handicapped. For her Master's degree, she focused on working with individuals who are emotionally handicapped or learning disabled.

Financial Data

	1985-1986	1986-1987	1987-1988
PL 98-524 10% handicapped setaside:	$ 20,755	$ 81,963	$ 29,500
PL 94-142 discretionary funds:	15,000	15,000	15,750
Job Training Partnership Act funds:	30,859	53,666	
State funds:	25,000	25,000	26,250
Local funds:	5,000	5,000	5,250
TOTALS	$ 96,614	$179,629	$ 76,750

Examples of how the 10% handicapped setasides were used in 1985-1986

These funds were used to purchase the Talent Assessment Program (TAP), and pay the salary of the testing assistant who administers the TAP.

Examples of how the 10% handicapped setasides were used in 1986-87

1. Pay salaries and fringe benefits for two vocational liaison teachers.
2. Pay these teachers' authorized travel expenses.
3. Pay for a typewriter and office supplies needed by these teachers.
4. Pay the salary and fringe benefits of a transition resource teacher.
5. Pay for the transition teacher's authorized travel expenses and supplies.
6. Pay for printing and postage to support this teacher's work.

Examples of how the 10% handicapped setasides were used in 1987-1988

1. Pay the salary and fringe benefits of a transition resource teacher.
2. Pay for the transition resource teacher's authorized travel expenses and supplies.
3. Pay for printing and postage to support this teacher's work.

Number of Special Education Students Served

	1985-1986	1986-1987 (estimate)	1987-1988 (estimate)
Mildly Mentally Retarded	88	99	79
Learning Disabled	50	104	91
Seriously Emotionally Disturbed	6	15	23
Orthopedically Impaired	2	3	2
Hard of Hearing	8	16	0
Speech or Language Impaired	2	2	0
TOTAL SERVED BY THIS PROJECT	156	239	195

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986	1986-1987
9	53	111
10	41	34
11	39	44
12	25	50

Estimated number of special education students served who also received assistance from ancillary agencies

Number of Students		Agency
1985-1986	1986-1987	
7	7	State/Federal Vocational Rehabilitation Program
3	2	Rehabilitation Facility/Sheltered Workshop
156	239	JTPA funded program
85	52	Social Security Administration (SSI, SSDI)

Total number of vocational education courses completed by students served through this project

	1985-1986 Year Long	1986-1987 Year Long
Agricultural Education	22	30
Business/Office Education	3	6
Consumer and Homemaking Education	25	40
Industrial/Technology Education	35	30
Cooperative Vocational Education	4	7
Food Service	47	43

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

During the second semester of Exceptional Education Students' eighth grade year, their parents are informed of the complete array of vocational offerings available in high school.

Two pre-articulation conferences are arranged in the spring of each year by the Exceptional Student Education (ESE) Program Specialist and the Transition Specialist. The pre-articulation conferences provide time for the middle and high school ESE teachers to share information about promoting eighth graders and about each high schools programs. Much of the routine paper work is completed to allow for "parent-time" at the spring Individual Education Plan (IEP) conference. The IEP Articulation Conference is held at the receiving school (high school). It involves the ESE teachers, Guidance Counselor, Parents, ESE Program Specialist, ESE Transition Specialist, and appropriate Vocational representatives.

The IEP articulation conferences are organized by the Exceptional Student Education Program Specialist and the Transition Specialist. They are held during the day, and teachers are given release time to participate. At this conference, parents receive handouts on the requirements for a standard high school diploma, special diploma and other options. (See Exhibit 32.) For students who plan to try for a standard diploma, the middle school teachers complete a "Secondary Student Inventory" on each. (See Exhibit 33.) This inventory is designed to help mainstream instructors meet each student's individual needs. (See Exhibits 34 and 35.)

A brochure developed by the Department of Vocational Education is given to all parents and students prior to entering high school. Parents also receive handouts on the vocational programs offered through the Exceptional Education Department (LITE program, Food Service, Agriculture, Industrial Arts and ESE resource program at Lively Vocational Technical Center). This information is presented at the IEP articulation conference and is documented on each student's IEP.

Program evaluation focuses on the documented IEP plans and students performance in their scheduled program.

Mandate Two: Assessment

ESE students complete an interest inventory, the Pictorial Inventory of Careers, and a functional assessment, the Talent Assessment Program (TAP) during eighth grade. These two assessments are conducted by a Testing Assistant and Evaluation Specialist certified to administer them. Before assessing the students, the evaluator spends one or two days in their classes in order to observe them and to identify any special learning styles and personality traits that relate to employment. Their academic and medical records are also reviewed to identify special needs in those areas. After assessment, a final report is generated. The results are shared first with the student and then with the ESE teachers at both the middle and receiving high schools. Parents receive a copy of the TAP report, and it is discussed during the spring IEP conference. All the above information is used at this conference to determine the students short-term and long-term vocational objectives. These assessment results help determine whether or not students are referred for further vocational assessment at the Lively Work Evaluation Center or the Easter Seals Society. These individuals must be clients of VR. These referrals are coordinated through our interagency network/council.

The evaluator tests two or three students at a time on the TAP. Each test administration takes two and one half to three hours per group. The evaluator allows students to re-take a portion of the test if he feels that the student misunderstood the directions. Each initial review of the assessment results with the student takes approximately 20 minutes.

Program evaluation focuses on the extent to which the TAP results are used to help determine each student's course work and eventual job matching. Successful job maintenance is the ultimate program evaluation.

Mandate Three: Special Services

Students enter vocational education programs at the beginning of each school year. Their course work is determined during the spring IEP conference held the previous year. To assure successful completion of vocational courses, a vocational teacher serves as a liaison and provides teacher/student assistance. There is also an ESE program at the Lively Vocational Technical Center.

Students participating in the LITE program (exceptional education students in the special diploma track) receive vocational instruction for four years that is similar to the course work in regular cooperative occupational training programs. The curriculum has been modified and JTPA funds were used to obtain textbooks, workbooks, and other materials on a low reading, high interest level. None of the materials are used for more than 6 weeks at a time. All of the resources are locked into the LITE curriculum guide. ESE teachers receive monthly inservice training conducted by the Vocational Specialist/Supervisor on using vocational resources that are introduced. Resource speakers from the community are utilized a great deal. When students begin working in the competitive job market, the Job Coach provides specialized training. This service is provided only to students who require more time in learning how to perform his or her job. The LITE teacher/coordinators provide further assistance. This includes liaison assistance with the ESE teachers and regular vocational teachers in order to implement curriculum modifications and alternate instructional strategies.

Two staff members were funded during the 1986-87 school year through Carl Perkins Grant monies to serve as vocational liaison teachers. The vocational liaison teachers assist ESE and vocational teachers in developing course modifications for targeted students to assure their success in completing vocational courses.

Students may participate in vocational programs at Lively Vocational Technical Center. These students are dually enrolled. They receive academic instruction at their high school and vocational training at Lively. An ESE teacher at Lively provides remediation to ESE students in skills necessary to complete the vocational course objectives. The ESE teacher also provides classes in employability skills.

Program evaluation includes noting the number and percent of students who complete each level of the LITE program. Staff also conduct end of the year program assessment/evaluation.

Mandate Four: Guidance, Counseling and Career Development

The Individual Education Plan (IEP) conference that is held each spring determines the students vocational program. It is also the time when staff designate who will provide guidance, counseling and career development during the coming year. Guidance and counseling are provided by the ESE teachers, Vocational Specialist, vocational Teachers, ESE Transitional Specialist, Instructional Vocational Liaison Teachers, and guidance counselors. (See Exhibit 36 for a copy of Leon County's IEP form.)

Students receive guidance and counseling services throughout the school year. Although students' schedules are determined for each school year during the spring semester of the previous year, schedules can be changed if necessary. Another IEP conference is initiated to complete a schedule change. Guidance counselors are involved with modifications of students' programs.

Career development activities are integral to the four year LITE curriculum and are developed and taught by a combination of the LITE teacher/coordinators, Vocational Specialist/program manager, counselors, business/community representatives, vocational teachers, and agency representatives.

Program evaluation focuses on the student's successful completion of a program/course, and/or job placement, and/or identification of special services and agencies for the individual student.

Mandate Five: Counseling for Transition

Students served through the LITE program receive counseling services as an on-going process in the implementation of the Individual Education Plan (IEP). These counseling services facilitate transition to post school employment and career opportunities.

The LITE curriculum provides for needs assessment, career counseling, employability skills training, job placement and planning for coordination of all appropriate services to achieve optimum success in the transitional process.

With monies from the Carl Perkins Grant, a Transition Specialist was added in the fall of the 1986-87 school year. This Transition Specialist facilitated the writing of Individual Transition Plans (ITP) during the first semester of a student's junior year. Juniors and seniors referred for a Transition Conference by the LITE teacher/coordinator are those at risk for unemployment and/or likely to experience problems living independently as adults. These students have participated in the LITE curriculum.

The ITP (transition) conference is held separately from the IEP (educational) conference. However, recommendations from the transition conference that improve the student's chances for employment and independent living are incorporated into the educational program. This conference includes the ESE teacher, parents, student, counselor, Transition Specialist, agency representatives, and others if appropriate (e.g., a mental health counselor). (See Exhibit 37 for a capsule summary of each team member's role.)

This transition conference addresses a student's individual needs, current and future employment status and opportunities, plans for future vocational or other training, and community/agency resources necessary for transition to post school employment and independent living.

Transition in Leon County begins in eighth grade as a student prepare for high school. All full-time ESE students are administered a vocational assessment. The reports are used in the IEP planning for ninth grade. During the 8th grade, students and their parents receive a survey to generate awareness and to determine parent/student goals, perceived employment barriers and family/school responsibilities in planning for successful employment and independent living upon graduation.

A Transition Profile is initiated. (See Exhibit 38.) It chronicles a student's status in various transition elements to enable appropriate IEP planning and interventions.

During the ninth and tenth grades, students participate in the LITE curriculum. In addition, various assessments (including vocational) are administered formally and informally. Agency referrals are initiated, on-campus work experience begins, the Transition Profile is updated, and referrals are made for Individual Transition Plans by the LITE Teacher/Coordinator.

During the eleventh grade, students continue in the LITE curriculum. Referrals are made for work-evaluation at Lively Vocational Technical Center or Easter Seals. Off campus employment is initiated, workshops are conducted for parents and agency staff, and agency eligibility is completed. The Transition Profile is also updated and Individual Transition Conferences are scheduled.

In twelfth grade, students participate in the appropriate LITE courses, including classroom and on-the-job training. Involvement with agencies continues. Individual Transition Conferences previously initiated are monitored. Referrals for Transition conferences on exiting students, graduates, and drop-outs are also scheduled.

Forms have been designed to facilitate the successful completion of recommendations made at Individual Transition Conferences.

The Individual Transition Plan Form gives pertinent information on the student and addresses each planning area in terms of its present status, recommendations, responsibilities and time lines suggested and agreed upon by conference participants. (See Exhibit 39.)

There are eight transition planning areas. Information regarding each area can be pulled from the student's Transition Profile and obtained from participants.

In this process the student, parent and agency representatives must accept responsibility for implementation.

A copy of the Participant Action Record is given to each participant. (See Exhibit 40.) It lists the names, title and phone numbers of others in attendance. As individual participants agree to assume responsibility, they write the recommendation, timeline and outcomes they will meet as part of their role in the process.

The case manager coordinates and monitors efforts to implement the recommendations. The Transition Plan Monitor Form allows the case manager to follow their progress and note outcomes. (See Exhibit 41.)

This form also helps the case manager give participants encouragement and reminders to follow through. It also provides a mechanism to note obstacles and plan alternative strategies.

A parents night for all senior special education students is part of the transition process. Representatives from adult services agencies (Vocational Rehabilitation, JTPA, and so forth) explain their purpose, eligibility requirements, and enrollment process. Transportation can be provided by Leon County Schools for any parent needing it in order to attend. LITE coordinators make sure that seniors know their post high school options. Guest speakers make presentations. The students' parents receive a simplified directory of services, and the students develop a pocket card for their own use. The card lists their drivers license number, social security number, and relevant adult service agency information: whether or not the individual was referred, whether or not he/she is a client, and if so what services are to be provided. Figure 5 outlines the transition process.

Figure 5

Leon County Transition Process

Level	Participants	Stages/Activities
8th Grade	Student	INITIATION
	Parents	
	School Staff	Parent Survey/Student Survey
	ESE Teacher	Notification to Agencies: Potential Referrals
		Vocational Assessment (TAP)
		Information on Vocational Opportunities
		Transition Profile Initiated
		(at IEP Articulation Conference)
		Areas to address:
		Student information
		Academic levels
		Medical Needs/Resources/Aides
		Personal/Family Relationship
		Leisure/Recreation

Figure 5, contd.

9th Grade	Student Parents LITE Coordinator Transition Specialist School Staff	PLANNING LITE: Occupational Training Course Informal Interest Surveys Vocational Course Consultation Transition Profile Reviewed, Updated Areas to Address: all previous Initiate: Personal Management Vocational Training
10th Grade	Student Parents LITE Coordinator Transition Specialist School Staff	PROGRAMMING LITE: Employability Skills Course Agency Referral: JTPA Work Experience to Include: On Campus Paid/Non-paid/Summer Youth Orientation: Lively Vocational Technical School Vocational Course Consultation Transition Profile Reviewed, Updated Areas to Address: all previous Initiate: Transportation Financial Income
11th Grade	Student Parents LITE Coordinators Transition Specialist School Staff Agency Representatives	TRANSPORTATION PLANNING LITE: Employability Skills or On-the-Job-Training Course Employment to Include: On Campus Paid/Non-paid On-the-Job-Training Work Evaluation Referral (Easter Seal, Lively Vo-Tech) Agency Eligibility: VR, DS Enroll Vocational Technical Program Disseminate Community Resource Directory Transition Profile Reviewed, Updated Areas to Address: All Resources Initiate: Living Arrangements Agency Eligibility Individual Transition Plan, Junior
12th Grade	Student Parents LITE Coordinator Transition Specialist School Staff Agency Representative	TRANSITION Transition Profile Reviewed, Updated Individual Transition Plan, Senior Identification of Specific Referral and Follow-up Services in all Transition areas Coordinate Evaluation/Planning Process Student Pocket Directory
Post School		FOLLOW-UP

The Transition Specialist has developed a procedure for continuing follow-up of graduates, as well as developing services for the drop outs. Program evaluation includes enumerating the number of graduates, the number of drop outs, and the employment status of both groups.

Mandate Six: Equal Access

Students in Leon County exceptional education programs have equal access to the full array of vocational programs available through regular vocational education. Their success is possible through the coordinated efforts of ESE teachers, Vocational Education teachers, Cooperative Vocational Education teachers, ESE Vocational Specialist, guidance counselors, and the ESE Vocational Liaison teacher. Students may also participate at Lively Vocational Technical Center and receive help from an ESE resource teacher located there. This teacher supports the vocational instructors and remedial instruction and academic support to the ESE students.

Vocational liaison teachers facilitate more successful integration of ESE students into regular vocational programs. Each vocational liaison specialist develops curriculum modifications and instructional strategies to enable the student to complete the course. The vocational liaison teachers also team teach with the vocational education teachers as necessary.

Students also participate in all of the regular vocational offerings each school year as deemed appropriate through the development of the IEP. The IEP is written yearly and updated when necessary.

Program evaluation includes follow up reports on successful program completers. Followup includes tracking students, noting their employment status and completing end-of-the-year reports that identify the number of handicapped students enrolled in vocational education courses throughout the school district. Dropouts are also identified and referred to the Transition Specialist.

Mandate Seven: Least Restrictive Environment

Delivery of services through the least restrictive environment is a major considerations in planning for the vocational needs of Leon County's Exceptional Education Students. Vocational liaison teachers work with students enrolled in regular vocational programs to modify the curriculum, develop appropriate instructional strategies and team teach as needed to assure students' success.

At Lively Area Vocational Technical Center, an ESE teacher paid by the Leon County school district is housed on the campus to remediate skill deficits, modify texts, and provide other assistance to the ESP students and vocational instructors as necessary.

The LITE curriculum offers other options for students such as:

1. Community based experience/career shadowing,

2. Mainstreaming in regular vocational courses, including diversified cooperative training,

3. School based business experience (paid),

4. School based work experience (paid and unpaid),

5. On-the-job training through the exceptional education cooperative education program (LITE). (See Exhibit 42 for a copy of LITE's Cooperative Vocational Education Student/Parent Agreement. (See Exhibit 43 for a copy of the evaluation form that employers use to assess LITE students' work performance.)

At the annual IEP conference, participants determine how they will deliver vocational services through the least restrictive environment. Students' needs, abilities and interests are assessed on an ongoing basis both through formal and informal assessments and through information provided by participants during the IEP conference.

Mandate Eight: Vocational Education/Special Education Coordination

Leon County Schools' Exceptional Student Education Executive Director and the Executive Director of Vocational, Adult and Community Education meet at least twice a year to discuss vocational program planning for students with handicaps.

An interagency council comprised of representatives from vocational education, exceptional education, JTPA, and vocational rehabilitation meet on a regular basis to plan and coordinate services and resources for students with handicaps. The vocational specialist for Leon County Schools is the chairperson for this council. She is responsible for planning and scheduling meetings and coordinating the implementation of steps needed to achieve the desired outcomes. Reports are submitted on all council activities to bureau chiefs, agency directors, school directors/administrators and the PIC chairperson.

Evidence of the Project's Effectiveness

Students Performance While in School

Every six weeks students are tested. Their grades and competencies attained are recorded. Their mastery of the behavioral point system, necessary for job placement, is noted. Student employee evaluation forms are filled out by the employers. These ratings determine the student's grade for the OJT class and competencies mastered at work. Employer and the teacher/coordinator review each student's training plan, including the competencies mastered.

Grades Received by Handicapped Students in Vocational Classes

	1985-1986 Year Long	1986-1987 Year Long
A	30	54
B	39	55
C	50	65
D	17	28
F	20	37

Number of Special Education Students Served Who

	1985-1986	1986-1987
Graduated	20	36
Dropped vocational education classes but stayed in school	6	11
Dropped out of school	6	10

Overall School Drop-out Rate

1985-1986	1986-1987
3.5% (grades 6-12) 5.3% (grades 9-12)	5.3% (grades 9-12)

Post School Status of Former Students

Status	Number of Former Students 1985-1986	Number of Former Students 1986-1987
Competitive employment 35 hrs/wk or more	8	18
Competitive employment less than 35 hrs/wk	30	17
Enrolled in community/junior college	1	3
Employed at rehabilitation facility/workshop	3	3
Unemployed	4	8

Unknown	2	0
Vocational Rehabilitation clients	4*	4*

*Numbers represented here are also part of the unemployed count. Vocational Rehabilitation is still serving them.

Methods used to follow up former special education students

Beginning with the 1986-87 school year, Leon County's exceptional education program followed up students who exited the program through graduation or by dropping-out. This is the responsibility of the Transition Specialist. Prior to the 1986-87 school year there was no formal procedure for following up former exceptional education students.

Former students are asked about the following:

1. Past and current employment record,
2. Past and current training post-high school,
3. Agency support needed and/or provided,
4. Living/financial (location, economic, family structure),
5. Potential for re-entering school or other program (vocational or military) if a drop out.

Additional Information

The following statements are based on information collected by VSC staff during a site visit to Leon County's LITE program.

What are the Key Factors that Make the LITE Program Effective?

Superintendent of Schools

1. The existence of collaborative environment in school system as demonstrated by special educators, vocational educators and others. Teamwork is stressed.
2. A staff that is motivated to provide service to the students and the community.
3. The presence of managers who communicate with each other.
4. The existence of an exemplary ESE program for number of years. Its underlying infrastructure places a premium on serving all handicapped citizens.
5. "Miff is an outstanding leader. She has vision, an entrepreneural streak and gets things done."
6. "The program allows implementation of our faith in what we should be doing".

Director of Program Development/Curriculum for ESE Students

1. The vocational specialist who heads Leon County's LITE Program is constantly trying new and innovative ways to improve the program.
2. The LITE Program is extremely well organized.
3. The program has a firm basis of support from teachers.

Vocational Specialist and LITE Program Manager

In addition to the program components described in the narrative, employer recognition is a key to the LITE program's success. Recognition is given in several ways.

1. The Superintendent sends congratulatory letters to all employers who hire students or graduates.
2. Employers who hire LITE students receive recognition plaques, paper weights, and similar indicators of appreciation.

3. An annual employer awards banquet is held. During the banquet, LITE students present individual awards to their respective employers, and describe what that employer has done for them.

4. A list of businesses that hire and train LITE students is disseminated to an extensive audience including employers, legislators, all school personnel, media representatives, parents, and professional and social organizations. A note attached to this list encourages people to patronize and support these businesses.

5. Recognition is given to all participating employers in a special section of the local newspaper each spring.

6. Special recognition is given to employers on Bosses Day.

Executive Director, Exceptional Student Education Department

1. Vocational education directors envisioned new changes and were actively seeking ESE interaction.

2. Personnel were hired who had both vocational education and special education backgrounds, with an emphasis in vocational education.

3. Vocational education programs for ESE students were changed to emphasize the job market and employment needs.

4. Classes in the ninth through twelfth grades focus on occupational preparation. Classes through eighth grade focus on career exploration.

5. District financial people know the pipeline to acquire state funds and also provide good accountability and accurate records.

6. Communication with high school principals to assure their support is emphasized.

7. LITE teacher/coordinators are included in other aspects of their high schools (including School Improvement Teams) which facilitate maximum integration of ESE students.

Interagency Council Members

1. Use of funds is coordinated.

2. There is a positive community-wide reputation among all agencies.

3. Better communication is developed as a result of meeting together on a regular basis.

4. There is a major emphasis and focus on transition issues, which starts the process early.

5. ESE investigated the services of all agencies and the mechanics of obtaining these services.

6. A developmental services approach is used. Post graduate services and long term support services are especially important. Most other agencies have a short term focus.

7. Educators provide the personnel and links to monitor students throughout their involvement with other agencies.

8. Participating agencies provide mutual public relations in the community.

9. Face to face meetings allow for "getting the word out" about participating agencies.

10. Vocational Rehabilitation counselors are assigned to each high school.

11. Kids may fail first but through interagency efforts still receive help.

12. The interagency council guards the client, not the agency's turf. This focus was not present before.

13. The interagency council brought organization to the services provided, and helped participants avoid numbers games.

14. The council provided a forum to educate the agencies about each other.

15. All agencies were looking for a method to improve services.

16. The Leon County school program is viewed as exemplary.

17. Members have a feeling that students make successful transitions - an extension of services provided by ESE staff.

LITE Teacher/Coordinator, Godby High School

1. ESE information is provided to other teachers, sent home for parents' signatures, and built into point system.

2. For administrators:

   a) Teachers should be dedicated to program and hard working not 7:30-2:30 teachers.

   b) Administrators must meet the public.

   c) They must give flexibility to teachers.

   d) Administrators should know the general direction teachers are taking, but have faith in their professional judgment and decision making skills.

   e) The LITE coordinator is part of the total school.

f) Administrators need to show support by providing release time, and resources.

g) They should communicate their commitment to other teachers.

3. Occupational skill classes are provided for students of all disability levels.

4. Parents are involved.

5. Combined field trips are conducted. During these trips the students learn the transportation system, and find out the purpose of Job Service, Social Security, and DVR.

6. Non ESE kids view the LITE program as part of the school, and see LITE students earning privileges, getting jobs and earning money. Some regular education kids want to have this opportunity.

7. The operation of a student organized LITE club is important. One activity is sending greeting cards to employers.

8. Joint luncheon between the HS LITE club and state vocational education departments is held.

9. Banquets are organized and held.

Considerations for Those Wishing to Replicate This Project

Executive Director for Exceptional Student Education

Project Initiation Procedure

To start a similar program, emphasize administrative communication. Also pay attention to what happens after students leave school. Years ago, new programs were tried first with vocational education one year, then special education the next year. The innovations didn't work because each profession involved didn't know the other field. To succeed, a district needs someone who knows or could be taught about ESE and who also knows vocational education.

Principal, Rickards High School

Administrative

The principal gives direction to make a program better and insure its longevity. LITE provides students with an additional chance to be successful and learn to fend for themselves, at their own pace. Non LITE students envy those in the LITE program. To set up a new LITE the principal must be supportive. The innovator needs to present the overriding point of program - its advantages and disadvantages. Explain how will it overcome students current problems. Treat it like you are selling something. The goal is to meet the needs of every student, or come as close as possible. This will lessen the need for social agency support for these students after they become adults.

Director of Program Development/Curriculum

Project Initiation Procedure

To start a similar program, there must be a recognized need that such a program fills. Here, the vocational program is geared for more standard special education kids. One also needs a dynamic person, such as Miff, to implement it. She is very vivacious, values public relations, and is goal oriented.

Pace High School Staff

Staffing

Provide job coaching for transition to a work setting from the structured ESE program. Consider providing a support teacher for the summer and giving school credit and SED credit.

Technical Assistance Available

Contact the LITE Program Manager for the types of assistance available, and the fees/expenses involved.

Instructional/Staff Development Procedures Available

Parallel Alternative Strategies for Students (PASS) materials are available. PASS is a content-centered package of alternative methods and materials. Each is designed to assist secondary teachers meet the needs of students with learning or behavior problems enrolled in a basic education content course. PASS provides a modified approach for presenting course content for mainstreamed exceptional students and low-achieving students. PASS is used in basic education courses to assist students in obtaining credits for a standard diploma.

PASS provides an array of modifications: simplified text, reduced vocabulary level, more drill and practice, shorter reading passages, clear and concise directions, less cluttered format, and skills that are presented in small, sequential steps.

The teacher materials include objectives, activities, strategies, correlations to student performance standards, and answer keys.

The student materials include vocabulary lists, vocabulary activities, learning activities, lab activities, study sheets, and tests.

PASS materials are available in social studies, science, English, and math.

PASS was developed by teams of regular and special educators from Florida school districts who worked cooperatively to write, pilot, review and validate the curriculum packages.

For ordering information write or call:

Educational Products Distribution Center
Florida Department of Education
Collins Building, Room B-10
Tallahassee, Florida 32301
Phone: (904) 488-7101
Suncom: 278-7101

EXHIBIT 30

LITE Curriculum
Content Outline

9th Grade

1. Orientation
2. You and Work
3. Self-Appraisal
4. Job Exploring
5. Self-Appraisal
6. Understanding Yourself
7. Semester Exam Review
8. Pay and Expenses
9. Choosing an Occupation
10. You and Your Attitude
11. Goals and Planning
12. Career Research
13. Semester Exam Review

10th Grade

1. Orientation
2. Building a Positive Self-Concept
3. Grooming/Nutrition for Acceptance and Employability
4. Safety
5. Non-Traditional Jobs
6. Semester Exam Review
7. Career Research Skills
8. Job Search
9. Applying for a Job
10. Interviewing for a Job
11. Semester Exam Review

11th Grade

1. Orientation
2. Job Search
3. Applying for a Job
4. Interviewing for a Job
5. Considerations in Job Selection
6. Safety
7. Security Training Procedures
8. Semester Exam Review
9. Understanding Your Pay Check
10. Interpersonal Relationships
11. Success on the Job
12. Workers Are Winners
13. Semester Exam Review

12th Grade

1. Orientation
2. Self-Appraisal
3. Employability Skills Review
4. Occupational Survival
5. Semester Exam
6. Financial Management
7. Job Changes
8. Living on Your Own

EXHIBIT 31

Behavioral Point System

First Day of Classes

1. Classroom rules are posted.

   a) On Time
   Be in your seat before the bell rings.

   b) Attitude
   Cooperate with other students and the teacher.

   c) Performance
   Work well all period.

   These rules are rehearsed, examples are discussed, students are asked to give additional rules they feel should be included. For example, "When the bell rings, no one leaves until everyone is sitting quietly." These do not need to be posted, but should be rehearsed daily for the first week.

2. The contingency is introduced that following classroom rules leads to extra privileges:

   E.g., "Who likes to .....listen to records?"
   " " " .....read magazines?
   " " " .....play Atari?

   Everyone will have a chance to earn these privileges. If you work hard and follow the classroom rules M,T,W,Th,F then we will do fun activities for 25 minutes on Friday.

3. Introduce earning and spending points.

   a) Earnings:
   10 points are given on Monday and you have a chance to earn 40 more points in your classes, during the week. Here's how.

   b) Points Earned: (positive consequences for good behavior)
   Points earned are posted in the classroom. This can be flexible.
   +3 points - if you are in your seat before the bell rings.
   +3 points - if you cooperate with other students and the teacher.
   +4 points - if you work well all period.

   c) Points Spent: (negative consequences for bad behavior)
   These are also posted in classroom and are less flexible.
   -1 point - disturbing others or being unkind (-1 each time).
   -4 points - to go to the bathroom.
   -4 points - collateral - to borrow a pencil.
   -1 point - wasting time (-1 each time).
   -4 points - not completing assignments.

EXHIBIT 31, contd.

Friday Free Time

The last 25 minutes of each period are allocated for this. Those who have 40 points (80%) or more can participate in various activities. Those who have less than 40 points must do classwork.

List of activities is posted in the classroom. This could include:

read a book
puzzles
tape recorder
media center
art work
computer
calculator
record player
polish nails
Atari

Each student chooses the activity he wants. He must stay with the activity initially chosen. The free time activities should be rotated each week so that they stay "fresh".

Record Keeping

The teacher records points earned and points spent daily on the Behavioral Point System Sheet. This record is posted in the classroom so the students can check their points.

Each student is given a copy of the BPS Individual Record Sheet on Fridays to record the points earned for the week. At the end of the 6th week, the student turns in their record sheet for a citizenship grade.

Additional Factors

1. Excused Absences. If the excuse is in by two school days and the work made up, give the student eight points for the first 2 days he/she was absent. No points will be given for the rest of the days absent in the week.

2. Unexcused Absences. No points are given to the student for unexcused days missed.

3. Those who have less than 40 points (80%) and must work on Friday can earn 4 points towards the next week.

4. During the class period, impose points spent in the above manner for inappropriate behavior and use heavy social reinforcement for good behavior. (E.g., "I appreciate you raising your hand..Thank you for following directions..I really appreciate the way you were prepared today.")

EXHIBIT 32

High School Diploma Options

The School Board of Leon County, Florida
Exceptional Student Education
Graduation Requirements

Diplomas

Standard Diploma		Special Diploma	
Language Arts (English)	4	Language Arts (English)	3
Mathematics	3	Mathematics	3
Science	3	Science	1
Social Studies	3	Social Studies	1
Physical Education	1	Physical Education	1
Life Management Skills	1/2	Life Management Skills	1
Fine Arts	1/2	LITE/Vocational (to include	
Practical Arts	1/2	1. Occupational Training	
Electives	as needed	2. Employability Skills	
		3. On-the-Job Training	
		Electives	as needed
Total Credits	24	Total Credits	24

Standard Diploma: will be awarded to those students who meet the standard diploma credit requirements and demonstrate mastery of the minimum performance standards on the State Student Assessment Test (Parts I and II).

Special Diploma: (SLD, EMH, HI, PI, EH, SED, TMH, PMH) will be awarded to those students who meet the special diploma credit requirements and demonstrate mastery of the minimum performance standards for their exceptionality. For graduating classes of 1987 and 1988 twenty (20) credits must be earned in grades nine through twelve. Beginning with the graduating class of 1989, twenty-four (24) credits must be earned in grades nine through twelve.

Trainable Mentally Handicapped and Profoundly Mentally Handicapped: Students will be awarded a Special Diploma by:

1. Meeting the 24 special diploma credit requirements as determined in the Individual Education Plan (IEP) and

2. Demonstrate 100% mastery of the Trainable Minimum Performance Standards

Performance Standards

The following are the minimum student performance standards for each exceptionality earning a Special Diploma

Program	Minimum Student Performance Standards
Specific Learning Disability (SLD)	State Student Assessment Test-Part I
Hearing Impaired (HI)	HI - Grade 11
Physically Impaired (PI)	EMH - Grade 11

EXHIBIT 32, contd.

Emotionally Handicapped (EH)	EMH - Grade 11
Severely Emotionally Disturbed (SED)	EMH - Grade 11
Educable Mentally Handicapped (EMH)	EMH - Grade 11
Trainable Mentally Handicapped (TMH)	TMH - Grade 11
Profoundly Mentally Handicapped (PMH)	TMH - Grade 11

Certificate of Completion

A student who has successfully completed the district requirements for Standard Diploma, including the required number of credits for graduation BUT HAS FAILED TO PASS 100% OF THE STANDARDS TESTED ON THE STATE STUDENT ASSESSMENT TEST - PART I (SSAT-I) OR FAILED TO PASS THE STATE STUDENT ASSESSMENT TEST - PART II (SSAT-II) shall be offered a Certificate of Completion.

Special Certificate of Completion

A Special Certificate of Completion shall be issued to those students who have successfully completed the Leon County District requirements for a Special Diploma, including the required number of credits for graduation, BUT FAIL TO PASS 100% of the special state minimum performance standards for his/her exceptionality.

EXHIBIT 33

Secondary Student Inventory
(Standard Diploma Goal Student)

Student ____________________ Exceptionality ______________________

DOB: _______________________ Student # ___________________________

Conference Date: ___________ ____ Promotion from grade ___ to grade ___
____ Transfer from (school) ___ to (school)___

Woodcock-Johnson Assessment of Achievement
Date Administered ___________

Subtest	Grade Equivalent	Standard Score
Reading		
Math		
Written Language		
Knowledge		

strengths + weaknesses 0 cannot do - cross out item

INFORMATION INPUT
INFORMATION SOURCES

- ____Textbook
- ____Worksheets
- ____Lecture
- ____Discussion
- ____A-V Material
- ____Audio Tape
- ____Concrete Experience
- ____Observation

Other:

STRUCTURE

- ____Directed
- ____Independent
- ____Peer Tutor
- ____1 - 1 Adult
- ____Small Group
- ____Large Group/Class

Other:

INFORMATION OUTPUT
TEST FORMAT

- Short Answer ____
- Essay ____
- Multiple Choice ____
- True-False ____
- Matching ____
- Computation ____
- Word Problems/Math ____

ASSIGNMENTS

- Worksheets ____
- Short Papers ____
- Term Papers ____
- Demo/Lab Projects ____
- Art, Media Projects ____
- Oral Reports ____
- Group Discussion ____
- Computation ____
- Word Problems/Math ____
- Maps, Charts, Graphs ____

* * * * * * *

CAPS Results Date____________

Results	Grade Equivalent	Percentile
Reading	____________	____________
Math	____________	____________
Language	____________	____________

EXHIBIT 33, contd.

(check an item only if it is a confirmed and repeated problem in the mainstream)

	Learning Problems	*
____	Becoming interested	1
____	Getting Started	1
____	Paying attention to spoken word	2
____	Paying attention to printed word	2
____	Following directions	3
____	Keeping track of materials, assignments	3
____	Staying on task	4
____	Completing tasks on time	4
____	Working in groups	5
____	Working independently	5
____	Learning by listening	6
____	Expressing self verbally	7
____	Reading textbooks	8
____	Reading study sheet or tests	8
____	Understanding what is read	9
____	Writing legibly	10
____	Expressing self in writing	11
____	Spelling	12
____	Seeing relationships	13
____	Understanding cause and effect; anticipating consequences	13
____	Drawing conclusions/making inferences	14
____	Remembering	14

Behavior Problems	*	
Getting started	3	____
Coming to class on time	1	____
Coming to class prepared	2	____
Following directions	4	____
Staying in seat	6	____
Staying on task	5	____
Completing tasks on time	7	____
Working in groups	7	____
Working independently	8	____
Demanding much help/ attention	8	____
Participating in class discussion	9	____
Daydreaming	10	____
Interrupting or talking in class	11	____
Verbally disrespectful	12	____
Using inappropriate language	12	____
Harassing other students	13	____
Abusing property	14	____
Cheating	15	____
Getting set up by other kids	16	____

*(Numbers refer to pages in Maladies & Remedies and Beyond Coping manuals.)

Other Academic Skills Needed

____Notetaking
____Outlining
____Punctuation
____Sentences
____Paragraphs
____Dictionary use
____Independent research
____Measuring (to____________)
____Manual dexterity

Other Behavior Skills Needed

Understands/follows safety rules ____
Asks questions or requests help when needed ____

Attendance Policy: ______________
____
____

Student likes (interests and hobbies): ______________________________

Student dislikes: ______________________________

Comments and suggestions:

EXHIBIT 34

COURSE MODIFICATION FOR REGULAR EDUCATION COURSES

Page____ of IEP
Student________________________
St #________________ DOB________
Exceptionality__________________
Teacher________________________
Date: From________19____to____19__
School________________Grade_____

Reference Number	Course Number	Course Name
#1		
#2		
#3		
#4		
#5		

Directions:

1. List only courses needing modifications.
2. Indicate course reference numbers for course modifications.
3. Obtain signatures of teacher(s) responsible.
4. Modifications of basic or vocational courses shall not include modifications to the curriculum frameworks or student standards.

Modifications	Initiation Date	Person Responsible
I. Instructional Time Modifications.		
______Additional time to complete assignments.		
______Course outlines/requirements provided.		
II. Instructional Strategies		
______Use PASS Material		
III. Special Communications Systems		
______Tape record lectures.		
______Provide recorded text.		
IV. Classroom Test Modifications		
______Tests will be given orally.		
Verbal responses to questions recorded on tape or dictated.		
______Time limits for test completion increased		

Exceptional Ed. Teacher________________________ Regular Ed. Teacher________________________
Exceptional Ed. Teacher________________________ Regular Ed. Teacher________________________
Exceptional Ed. Teacher________________________ Regular Ed. Teacher________________________

White- cumulative/ESE folder Pink-parent
Yellow - ESE office Goldenrod-ESE teacher

EXHIBIT 35

COOPERATIVE COURSE MODIFICATION PLAN

Course ____________________ Period __________________ Student(s) ____________________

Teacher ______________________ ESE Teacher ___________________ Date ________________

Problem Areas Identified (Learning Behavior)	Suggested Adaptations (Activity, Assignments)	Agreements	WHO	Time Line	Results

EXHIBIT 36

LEON COUNTY SCHOOLS
The Best Place to Learn

THE SCHOOL BOARD OF LEON COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
INDIVIDUAL EDUCATIONAL PLAN

LDS ESE 091 REV
Approved JMC
Expiration NONE

Current IEP Conference Date ____________ School Yr. ________

Student ____________ Student No. ____________ DOB ______ School ____________ Grade ______

Parent/Guardian ____________ Address ____________ Phone ____________

I PLACEMENT PROCEDURES:

Exceptional Student Education Program (do not abbreviate)	Delivery System Full Time Part Time	hr/min per/wk	Initial Placement Date in Program	Initiation Date of this IEP	Anticipated Duration Date of this IEP	Person Responsible	Review Date of IEP	Re-evaluation Date

Total hr/min of time/wk which student will participate in regular or vocational education ______

Vocational Ed. ____________

Physical Ed.
- ___ Regular
- ___ Adaptive
- ___ Specially Designed

Regular/Vocational Subject
____
____
____
____
____
____

Diploma:
- __ Standard
- __ Certificate of Completion
- __ Special
- __ Special Certificate of Completion

Is Policy 6GX37-3.17 on Suspension/Expulsion Addressed in the IEP?
- ___ NO
- ___ YES (See attached sheet)

Exclusion From State/District Testing ___ YES ___ NO

State/District Test Modifications
- ___ Flexible Scheduling
- ___ Flexible Setting
- ___ Recording Format
- Revised Format:
  - ___ Visual Reading
  - ___ Tactile Reading
  - ___ Aud./Sign Language

Use of double basic cost factor for full-time students: (Specify required special aids, services, or equipment) ______ No ______ Yes (See attached sheets)

If double basic cost factor is used, the IEP must be signed by the Director of Exceptional Student Education or his designee

II RELATED SERVICES:

Program/Service	Initiation Date	Hours Weekly	Anticipated Duration	Personnel Responsible

III ADDITIONAL RECOMMENDATIONS: ____________

____

IV EDUCATIONAL PROGRAM PLANNERS:

* Must attend. If the parent, guardian or surrogate parent does not attend, documentation of attempts to gain their participation should be attached

** Must attend if the student is newly identified as exceptional

*** Must attend if the student is in Specific Learning Disabilities

TITLE	SIGNATURE	TITLE	SIGNATURE
* Parent/Guardian/Surrogate		*** Regular Ed. Teacher	
** Interpreter of Evaluation Procedures		* Exceptional Ed. Teacher	
* LEA Admin./Designee		* Exceptional Ed. Teacher	
** District ESE Designee		Student	

HRS will receive copy of IEP upon request   White Cumulative ESE Folder   Canary-ESE Office   Pink-Parent   Gold ESE Teacher

EXHIBIT 36, contd.

Page ____ of IEP
Student ____________________
St. # ____________ DOB ________
Exceptionality ____________________ Teacher ____________
Date: From ________ 19 ________ To ________ 19 ________
School ____________________ Grade ____________

LDS-ESE #008 Rev.
Approved JHC
Expiration Annually

PERFORMANCE/INSTRUCTIONAL AREA: ESE Applied English I
Course No. 7910010

ANNUAL GOAL. The student will demonstrate 100% mastery of the 11 Intended Outcomes

Present Level	Short Term Objectives	EVALUATION OF SHORT-TERM INSTRUCTIONAL OBJECTIVES				
		Criterion for Mastery	Procedures	Date Initiated	* Results	Date Completed
	Demonstrate and expand use of: 1. Punctuation 2. Capitalization 3. Written communication 4. Oral communication 5. Oral and written comprehension 6. Grammar 7. Vocabulary 8. Literature	70% student performance standards for each Intended Outcome	Teacher Assessment			
	Demonstrate the ability to: 9. Organize objects and information into logical groupings and orders 10. Use reference materials to obtain specified information 11. Discuss and discern events from mass media					

White Cumulative/ESE Folder
Yellow ESE Office

Pink Parent
Goldenrod ESE Teacher

*Mastery = X
Non Mastery = O

EXHIBIT 36. contd.

Page —— of IEP
Student ____________________
Teacher ____________________
Exceptionality ____________________
Date: From ________ 19 ________ To ________ 19 ________
School ____________________ Grade ________

LDS-ESE #008 Rev.
Approved JHC
Expiration Annually

PERFORMANCE/INSTRUCTIONAL AREA: ESE Functional Language Arts Comprehensive - Course No.7910390

ANNUAL GOAL: The student will demonstrate mastery of Intended Outcomes.

Present Level	Short Term Objectives	EVALUATION OF SHORT-TERM INSTRUCTIONAL OBJECTIVES				
		Criterion for Mastery	Procedures	Date Initiated	* Results	Date Completed
Mastered student performance standards 1.0__ 1.0__ 1.0__ 2.0__ 2.0__	The student will be able to: 1. Demonstrate appropriate listening skills. .0__ ________ .0__ ________ .0__ ________ 2. Demonstrate appropriate verbal expression skills. .0__ ________ .0__ ________	70% student performance standards for each Intended Outcome	Teacher Assessment			
2.0__ 2.0__ 2.0__ 2.0__ 3.0__ 3.0__ 3.0__	.0__ ________ .0__ ________ .0__ ________ .0__ ________ 3. Demonstrate correct grammar in written communication. .0__ ________ .0__ ________ .0__ ________					
4.0__ 4.0__ 4.0__ 4.0__ 4.0__ 4.0__	4. Demonstrate appropriate written language skills. .0__ ________ .0__ ________ .0__ ________ .0__ ________ .0__ ________ .0__ ________					

White - Cumulative/ESE Folder
Yellow - ESE Office

Pink - Parent
Goldenrod - ESE Teacher

*Mastery = X
Non-Mastery = O

EXHIBIT 36, contd.

PERFORMANCE/INSTRUCTIONAL AREA: ESE Functional Language Arts: Comprehensive - Course No.7910390 (pg.2)

ANNUAL GOAL: The student will demonstrate mastery of Intended Outcomes.

Page ____ of IEP
Student ________________
Teacher ________________
Exceptionality ________________
Date: From ________ 19____ To ________ 19____
School ________________ Grade ________

LDS-ESE #008 Rev.
Approved JHC
Expiration Annually

Present Level	Short Term Objectives	EVALUATION OF SHORT-TERM INSTRUCTIONAL OBJECTIVES				
		Criterion for Mastery	Procedures	Date Initiated	* Results	Date Completed
Mastered student performance standards 5.0__ 5.0__ 5.0__ 5.0__ 6.0__ 6.0__	The student will be able to: 5. Spell vocabulary words. .0__ ____________ .0__ ____________ .0__ ____________ .0__ ____________ 6. Write legibly. .0__ ____________ .0__ ____________ .0__ ____________	70% student performance standards for each Intended Outcome	Teacher Assessment			
6.0__ 6.0__ 7.0__ 7.0__ 7.0__ 7.0__ 7.0__ 7.0__ 7.0__ 7.0__	.0__ ____________ 7. Demonstrate appropriate functional reading skills. .0__ ____________ .0__ ____________ .0__ ____________ .0__ ____________ .0__ ____________ .0__ ____________ .0__ ____________ .0__ ____________					
8.0__ 8.0__ 8.0__ 8.0__	8. Locate and read selected sections of the newspaper. .0__ ____________ .0__ ____________ .0__ ____________ .0__ ____________					

White - Cumulative/ESE Folder
Yellow - ESE Office

Pink - Parent
Goldenrod - ESE Teacher

*Mastery = X
Non-Mastery = O

EXHIBIT 36, contd.

Page ____ of IEP
Student ____________
Teacher ____________
Exceptionality ____________
Date: From ______ 19 ______ To ______ 19 ______
School ____________ Grade ______

LDS-ESE #008 Rev.
Approved JHC
Expiration Annually

PERFORMANCE/INSTRUCTIONAL AREA: ESE Functional Language Arts: Comprehensive - Course No.7910390 (pg.3)

ANNUAL GOAL: The student will demonstrate mastery of ______ Intended Outcomes.

Present Level	Short Term Objectives	EVALUATION OF SHORT-TERM INSTRUCTIONAL OBJECTIVES				
		Criterion for Mastery	Procedures	Date Initiated	* Results	Date Completed
Mastered student performance standards 9.0__ 9.0__ 9.0__ 9.0__ 9.0__ 9.0__	The student will be able to: 9. Locate and use information in the telephone book. .0__ ____________ .0__ ____________ .0__ ____________ .0__ ____________ .0__ ____________ .0__ ____________	70% student performance standards for each Intended Outcome	Teacher Assessment			

White - Cumulative/ESE Folder
Yellow - ESE Office

Pink - Parent
Goldenrod - ESE Teacher

*Mastery = X
Non-Mastery = O

EXHIBIT 37

Summary of Each Transition Team Member's Role

Participant	Role
Parents*	Encourage employment Participate in Individual Educational Plan conference Participate in Individual Transition Plan conference Support teacher's efforts to provide job training Develop awareness of community resources and agencies Provide pertinent information about student
Student*	Attend school/work regularly Perform work (school/job) satisfactorily Participate in transition process Participate in IEP/ITP conference Earn 80%+ of behavioral points
LITE Coordinator	Implement LITE Curriculum Instruct participants in LITE Curriculum as scheduled Assess students interest, abilities Schedule assessment Participate in/coordinate job search, development Participate in/coordinate job placement Participate in IEP/ITP conference Initiate Job Coach request Assist in providing career counseling
ESE Teachers*	Instruct students LITE Curriculum as scheduled Remediate identified skills for successful transition from school to work Participate in IEP/ITP conference Assist in appropriate educational/vocational planning
Vocational Teachers*	Provide hands-on instruction in vocational courses Participate in IEP/ITP conferences Provide input into instructional remediation
Vocational Resource Teachers (VRT)	Support ESE students in vocational courses Develop appropriate curriculum modifications Suggest alternative teaching strategies Tutor students Act as liaison between ESE and Vocational Education teachers Participate in IEP/ITP conferences
Job Coach	Conduct task analyses of job Assess students' skill levels and abilities Develop training plans Monitor progress

EXHIBIT 37, contd.

Testing Assistant	Develop data on students and interact informally with them Complete Talent Assessment Program assessment Develop report, recommendations Participate in IEP/ITP conference
Transition Specialist	Develop County Transition Procedures/Plan Follow up former students Initiate Individual Transition Plan conferences Participate on Interagency Council Act as liaison between support agencies and school Coordinate vocational assessment Coordinate job coaching Coordinate transition services
Vocational Specialist*	Design curriculum Conduct research and development activities Manage LITE Program Conduct staff inservice Conduct job search Conduct public relations Chair Interagency Council Write grants Support Transition Team Evaluate program

*These participants are essential to the Transition Team and assume the other various roles as determined by their organizational structure.

EXHIBIT 38

Transition Profile

DOB: ______ Student No.__________ Exceptionality______________________ Graduation Date__________ Diploma__________

Parent"s Name______________________________ Address/Zip__________________________ Phone__________________

Transition Conference Date:__________________ Promotion from (grade)________ to (grade)__________

Transfer Conference Date:__________________ Transfer from (school)________ to (school)__________

Grade/Year	School	Teacher

Diploma Requirement Information/Transcript

______Credits________________Minimum Standards

________________Mastery Date

9TH GRADE CREDITS________ GPA______

10TH GRADE CREDITS________ GPA______

11TH GRADE CREDITS________ GPA______

RE-EVALUATION DATES: __________ ______________

ACHIEVEMENT INFORMATION

Woodcock-Johnson Achievement Date Administered__________

Subtest Grade Score Standard Score

Reading______________________________

Written Language______________________________

Knowledge______________________________

Test:____________________ Date Administered__________

Subtests	SS/%	GE

12TH GRADE CREDITS________ GPA________

EXHIBIT 38, contd.

SENIOR YEAR

Living Arrangements
- With family
- Shared living
- Independent living
- Supervised living

Agency Eligibility/Support
- Job Training Partnership Act (JTPA)
- Vocational Rehabilitation (VR)
- Developmental Services
- Other

THINGS TO DO THIS YEAR________________________________
____
____
____

CAREER GOALS________________________________
____
____
____

ITP CONFERENCE DATE________________________________
TEST, INVENTORIES TAKEN________________________________

CAREER PLANNING CHECKLIST

SELF-AWARENESS
REVIEW OF INTERESTS ____
REVIEW OF SKILLS ____
REVIEW OF VALUES ____

CAREER EXPLORATION
STUDY OF OCCUPATIONS ____

DECISION MAKING
UNDERSTANDING DECISION MAKING SKILLS ____

SEEKING SKILLS
WRITING RESUME ____
WRITING LETTER OF APPLICATION ____
JOB APPLICATION COMPLETION ____
INTERVIEWING PRACTICE ____
WRITING THANK YOU LETTERS ____
DRESS AND HYGIENE ____

STUDENT EMPLOYMENT HISTORY

EMPLOYER NAME________________________ FROM___/___ SUPERVISOR'S NAME AND TITLE
ADDRESS________________________ TO ___/___ DUTIES________________________
COMMENTS

EMPLOYER NAME________________________ FROM___/___ SUPERVISOR'S NAME AND TITLE
ADDRESS________________________ TO ___/___ DUTIES________________________
COMMENTS

EMPLOYER NAME________________________ FROM___/___ SUPERVISOR'S NAME AND TITLE
ADDRESS________________________ TO ___/___ DUTIES________________________
COMMENTS

EXHIBIT 38, contd.

Areas/Grade	Status	Planning
8th-9th **Leisure/Recreation** • Specialized recreation/social activities (Special Olympics) • Community Center programs • Parks/recreation programs • Hobbies • Church groups **Medical Needs/Resources/Aides** • Medication • Aides • Insurance • Health problem **Personal/Family Relationship** • Parent/Guardian/Surrogate • Counseling • Support group • Interpreters • Legal aid services		THINGS TO DO THIS YEAR ____________ INTEREST AND SKILLS ____________ TEST, INVENTORIES TAKEN ____________ TAP ☐ ____________ OTHER ☐ ____________
9th-10th **Personal Management** • Employment/social skills • Hygiene • Money management • Parenting skills • Household management • Counseling **Vocational Training/Placement/Post Secondary Education** • Assessment • LITE courses • Employment • Trade school • Training assistance • Military		THINGS TO DO THIS YEAR ____________ CAREER INTEREST/GOALS ____________ TEST, INVENTORIES TAKEN ____________
10th-11th **Transportation** • Independent • Public transportation • Specialized equipment • Driven by other **Financial/Income** • Self-sufficient earnings • Supplemental security income • General public assistance • Social Security benefits		THINGS TO DO THIS YEAR ____________ CAREER INTEREST/GOALS ____________ REFER FOR ITP ______ YES ______ NO ____________ DATE TEST, INVENTORIES TAKEN ____________

EXHIBIT 39

LCS-ESE
Approved: ____________
Expiration: ____________

LEON COUNTY SCHOOLS
The Best Place to Learn

THE SCHOOL BOARD OF LEON COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION

INDIVIDUAL TRANSITION PLAN

Conference Date: ____________

Last Name First M	School	DOB	Student Number
Parent's Name	Diploma Option Grad.Date	AGE	Social Security No.
Address			Phone

TRANSITION PLANNING AREAS	STATUS	RECOMMENDATIONS Anticipated Services, Placement, Other Options	RESPONSIBILITIES Parent/Student School/Agency	TIME LINE Initiated/ Completed
Personal/ Family Relationship				
Medical Needs/ Resources/ Other				
Personal Management Leisure/ Recreation				
Vocational Training/ Assessment/ Placement/ Work Experience/ Post Sec. Ed.				
Transportation				
Financial/ Income				
Agency Eligibility/ Resources				
Living Arrangements				

Comments: ____

Participants/Title	Signature	Participants/Title	Signature

White - Cumulative/ESE Folder Yellow - ESE Office Pink - Parent Goldenrod - ESE Teacher

EXHIBIT 40

LEON COUNTY SCHOOLS
The Best Place to Learn

INDIVIDUAL TRANSITION PLAN PARTICIPANT ACTION RECORD

ITP Conference Date: ________

Student:

School:

Contact:

Participants	Title	Phone #	Participants	Title	Phone #

Planning Areas	Recommendation	Outcomes	Responsibility Assumed By:	Time Line Initiated Completed
Personal Family Relationship				
Medical Needs Resources Other				
Personal Management				
Leisure Recreation				
Vocational Training Assessment Placement Work Experience Post Secondary Education				

EXHIBIT 40, contd.

LEON COUNTY SCHOOLS
The Best Place to Learn

INDIVIDUAL TRANSITION PLAN PARTICIPANT ACTION RECORD

ITP Conference Date: ________

Student: School Contact:

Planning Areas	Recommendation	Outcomes	Responsibility Assumed By:	Time Line Initiated/ Completed
Transportation				
Financial/ Income				
Agency Eligiblity/ Resources				
Living Arrangements				

Comments: ____

____

____

____

____

EXHIBIT 40, contd.

TRANSITION CONTACT LOG

STUDENT ______________________

DATE	CONTACT	TOPIC	RESULT/STATUS

EXHIBIT 41

LEON COUNTY SCHOOLS
The Best Place to Learn

INDIVIDUAL TRANSITION PLAN MONITOR

___ Page

Student:
School
ITP Conference Date: ________

DOB: ____________________
Student No.: ____________________
Teacher: ____________________

Participants	Title	Phone #	Participants	Title	Phone #

Planning Areas	Recommendation	Outcomes	Responsibility Assumed By:	Time Line Initiated/ Completed
Personal Family Relationship				
Medical Needs Resources Other				
Personal Management				
Leisure Recreation				
Vocational Training Assessment Placement Work Experience Post Secondary Education				

LEON COUNTY SCHOOLS
The Best Place to Learn

EXHIBIT 41, contd.

INDIVIDUAL TRANSITION PLAN MONITOR

___ Page

Student: School ITP Conference Date: ________

Planning Areas	Recommendation	Outcomes	Responsibility Assumed By:	Time Line Initiated Completed
Transportation				
Financial/ Income				
Agency Eligiblity/ Resources				
Living Arrangements				

Comments: ____

EXHIBIT 42

Cooperative Vocational Education Student/Parent Agreement for LITE

Leon's Intensive Training for Employment Program (LITE) is designed to develop a student academically, vocationally, economically, and socially. The student must accept certain responsibilities, and strictly observe certain rules and regulations. Failure to comply with these guidelines may result in an unsatisfactory grade, loss of credit and/or removal from the program.

I agree to:

1. Be regular in attending in school and notify my coordinator in case of necessary absence (before 12:00 noon).
2. Be on time to class.
3. Maintain 80% of my behavioral points weekly in order to remain in this class.
4. Maintain 80% of my behavioral points weekly to be eligible for job placement.
5. Be appropriately dressed each day.
6. Be regular in attending school and my job, and tell my employer and coordinator if I am absent (before 12:00 noon).
7. Be on time to school and job.
8. Carry my off-campus I.D. at all times.
9. Tell my coordinator about any problems at my job and make no changes without talking to her/him first.

I understand that:

10. If I am absent unexcused, I cannot go to work.
11. I must turn in my time card to my coordinator on the first day of each month.
12. I will fail OJT if my work and behavior are not satisfactory.
13. I must follow school rules throughout the day.
14. I will receive an "F" for OJT if I quit a job without permission from my coordinator.

Student	Date	Parent	Date

EXHIBIT 43

LITE
Leon County School District
Vocational Training Programs
Student/Employee Evaluation

Student: ____________________ School: ______________ Date: ________

Supervisor: __________________ Business: ____________ Phone: ________

Ability to Follow Instructions
1. ____ Uses initiative in interpreting and following instructions.
2. ____ Usually follows instruction with no difficulty.
3. ____ Follows instructions with some difficulty.
4. ____ Needs repeated detailed instructions.

Appearance
1. ____ Exceptionally neat and appropriately dressed.
2. ____ Neat and appropriately dressed.
3. ____ Satisfactory appearance and dress.
4. ____ Sometimes neglectful of appearance and dress.

Attitude Toward Work
1. ____ Takes a keen interest in the training and initiative to learn.
2. ____ Shows interest in training and has desire to learn.
3. ____ Has some interest in learning.
4. ____ Shows little interest or enthusiasm for the training.

Attendance and Punctuality
1. ____ Never absent or late without good cause.
2. ____ Seldom absent or late without good cause.
3. ____ Occasionally absent or late.
4. ____ Frequently absent or late.

Cooperation
1. ____ Always cooperates eagerly and cheerfully.
2. ____ Usually cooperates eagerly and cheerfully.
3. ____ Cooperates willingly when asked.
4. ____ Cooperates reluctantly.

Interpersonal Relations
1. ____ Extremely tactful and understanding in dealing with others.
2. ____ Usually poised, courteous and tactful in dealing with others.
3. ____ Tries to please
4. ____ Sometimes lacks poise and seems indifferent.

Dependability
1. ____ Meets all obligations unfailingly without supervision.
2. ____ Meets obligations with very little supervision.
3. ____ Meets obligations under careful supervision.
4. ____ Sometimes fails in obligation even under careful supervision.

EXHIBIT 43, contd.

Expense Conscious (Materials and Equipment)

1. ____ Extremely careful in using materials and equipment.
2. ____ Uses good judgment in using materials and equipment.
3. ____ Takes average care in using materials and equipment.
4. ____ Careless about materials and equipment.

Job Skills

1. ____ Possesses all of the essential skills and related information.
2. ____ Has an above average command of the essential skills and related information.
3. ____ Has an acceptable command of the skills and related information.
4. ____ Weak in the essential skills and related information.

Observance of Rules

1. ____ Always observes rules.
2. ____ Seldom disregards rules.
3. ____ Observes most of the rules.
4. ____ Frequently neglects rules.

Quality of Work

1. ____ Has an aptitude for doing neat, accurate work and exceeds requirements.
2. ____ Does more than the required amount of neat, accurate work.
3. ____ Does normal amount of acceptable work.
4. ____ Does less than required amount of satisfactory work.

Work Area

1. ____ Keeps work area outstandingly neat and efficiently organized.
2. ____ Takes pride in appearance and arrangement of work area.
3. ____ Follows good housekeeping rules.
4. ____ Allows work to become disorganized and untidy.

Over-All Evaluation of Student's Training

1. ____ Outstanding = A
2. ____ Above Average = B
3. ____ Average = C
4. ____ Below Average = D

Supervisor Comments

Corrective action needed to achieve improvement.

______________________________ ______________________________

Signature of Supervisor Date

Enrollee comments

EXHIBIT 43, contd.

I agree with the rating ____
I disagree with the rating ____

If applicable-statement from enrollee of areas improvement will be forthcoming and how this will be achieved.

Vocational Education Coordinator (LITE Coordinator) Comments

Corrective action to be taken:

Follow-up report on above:

Signature of Vocational Education Coordinator ____________________ Date ____________________

PIERCE COUNTY VOCATIONAL/
SPECIAL EDUCATION COOPERATIVE

Location:
Pierce County Vocational/
Special Education Cooperative
4500 Steilacoom Blvd., SW
Tacoma, WA 98499
(206) 756-5746

Contact Person:
Douglas H. Gill
Program Director
Pierce County Vocational/
Special Education Coop.
4500 Steilacoom Blvd., SW
Tacoma, WA 98499
(206) 756-5746

Background Information

Objective

The Cooperative's purpose is to consolidate the efforts of vocational and special education at the secondary level in twelve districts.

Key Features

The Pierce County Vocational/Special Education Cooperative is a consortium between vocational education and special education at the local level. The Cooperative fosters reciprocal relationships that result in handicapped learners developing job entry level skills and/or acquiring the foundation for postsecondary vocational involvement. Governed by an advisory committee of local district personnel, it was initiated in the Fall of 1983. An annual program of work aimed at functional research, instruction, and service to participating districts provides direction to the Cooperative. The evaluation assesses the impact of this effort on teachers, students, and the local employment picture.

Shortly after the Cooperative was formed, a constitution and by-laws were written to frame its operational structure and management. The structure of the Cooperative is grounded in the notion that both vocational education and special education require equal input. Twenty-four vocational and special education administrators from twelve districts form the nucleus of the advisory committee. Representatives from the Washington Parents Advocating for Vocational Education (P.A.V.E.), Pierce County school district superintendents, and the Educational Service District #121 are ex officio members. Co-chairpersons (one representing vocational education and one representing special education) are identified annually. They conduct monthly meetings of the executive committee and/or the full advisory committee. The executive committee serves as a conduit between the program director and the advisory committee. Similarly, the ESD provides a linkage between the superintendents and the advisory committee. The program director is responsible to both the Educational Service District and the advisory committee.

The Cooperative focuses on both "horizontal" and "vertical" issues. Horizontally, the Cooperative addresses issues that affect all participating districts. The Cooperative also helps individual districts focus on issues that primarily concern them (the "vertical" axis). This organizational concept allows separate pieces of the puzzle to be addressed in unison with a vision of the whole picture.

Program of Work for Year One of Project (1983-84)

1. Establish and maintain a data base.
2. Develop and initiate local district level implementation plans.
3. Establish and maintain a vocational/special education resource information center.
4. Determine the nature and extent of interagency cooperation and involvement in the career/vocational development of handicapped persons in Pierce County.
5. Increase vocational education's involvement in the development and implementation of individualized education programs (IEPs).
6. Explore the related vocational instructor/liaison teacher concept.

Program of Work for 1986-87

1. Collect comparative data for the purposes of evaluation and completion of the national validation application.
2. Operate and maintain the Cooperative materials/resource center.
3. Finalize comprehensive staff development package available through the Cooperative.
4. Sponsor time-limited "return to industry" internships for local district personnel.
5. Develop and promote a vocational education assessment model for participating districts.
6. Provide on-site consultative services to participating districts.
7. Assist in solidifying functional county-wide interagency agreements with the Division of Vocational Rehabilitation.

Program of Work for 1987-88

1. Complete the national validation process.
2. Implement the comprehensive staff development component of the Cooperative.
3. Promote vocational assessment within participating districts.

4. Develop catalog of instructional objectives for each secondary vocational education program area within Pierce County.

5. Continue providing on-site consultation to each district within the Cooperative.

6. Strategically plan for the future of the Cooperative.

Profile of Local Service Area

The twelve school districts comprising this Cooperative include both city wide districts and intermediate districts in urban, suburban, small town, and rural settings. Collectively the student bodies represent all socioeconomic categories, and display a diverse mix of racial, ethnic and cultural backgrounds. During the 1985-86 school year, approximately 15,520 students were enrolled in high schools served by the Cooperative, 15% of whom were special education students. During the 1986-87 school year, a total of 14,592 students were enrolled in high schools served by the Cooperative, of whom 15% were special education students. For the 1987-88 school year, approximately 15,000 total students will enroll, of whom 12-15% are special education students.

In Pierce County, grades seven, eight, and nine constitute junior high school, while grades 10, 11, and 12 comprise high school.

Staff Assigned to Project

Program Director - 100%

The director has spent 15 years in the field, the last four of which were in his current position. His Bachelor's degree is in special education, his Master's degree is in vocational education, and his Doctorate is in educational leadership. While in Georgia, he was instrumental in developing and implementing that state's Related Vocational Instruction program. The RVI program was a systematic statewide effort to blend the expertise of special education and vocational education in order to provide effective training and instructional support to vocationally mainstreamed special education students.

Program Assistant - 100%

The program assistant has been in the field four years, all of which were in her current position.

Financial Data

	1985-1986	1986-1987	1987-1988
PL 98-524 10% handicapped setaside	$40,343	$48,081	$41,966
PL 94-142 "flow-through" funds	47,211	48,081	41,966
Local funds	40,343	0	0
TOTALS	$127,897	$96,162	$83,932

Examples of how the 10% handicapped setasides were used in 1985-1986

These funds helped establish the Materials/Resource Information Center and the "Internship with Industries" program.

Examples of how the 10% handicapped setasides were used in 1986-1987

These funds helped establish new Vocational Resource Instructor positions in Pierce County high schools. These funds helped to develop vocational education assessment materials.

Examples of how the 10% handicapped setasides will be used in 1987-1988

These funds will be used to:

1. Assist in developing a catalog of vocational education instructional program objectives across 12 districts,
2. Support the operation of the Materials/Resource Information Center,
3. Conduct follow-up studies of former students.

Number of Special Education Students Served

	1985-1986	1986-1987	1987-1988
Mildly Mentally Retarded	52	50	71
Learning Disabled	568	550	601
Seriously Emotionally Disturbed	107	125	77
Orthopedically Impaired	9	10	11
Deaf	5	5	8
Hard of Hearing	3	5	5
Other Health Impaired	27	30	18
Multi-Handicapped	1	1	4
TOTAL SERVED BY THIS PROJECT	772	790	795

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986	1986-1987	1987-1988 (estimate)
8	NA	NA	NA
9	NA	NA	NA
10	268	318	320
11	257	278	280
12	240	186	180
Deferred Diploma	7	13	20

Total number of vocational education courses completed by students served through this project

	1985-1986	1986-1987
	Semester Length	Semester Length
Agricultural Education	107	136
Business/Office Education	117	141
Consumer and Homemaking Education	88	73
Marketing Education	15	8
Industrial/Technology Education	376	406
Cooperative Vocational Education	45	28
Specially Designed Vocational Program	24	3

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

The Cooperative's advisory board includes the director of Washington Parents Advocating for Vocational Education (P.A.V.E.). In addition, the Cooperative routinely makes presentations to parent advisory committees within each district, and has conducted three four-hour instructional programs at no cost to interested parents. The Program Director is also a presenter at annual advocacy group meetings each spring. Topics include: "What is Vocational Education?", "What is Vocational Assessment?", and "What are the Vocational Educational Components of the IEP?".

The focal point of the Cooperative's involvement with parents has been to establish planning strategies for handicapped students who wish to enter and participate in vocational education programs at the secondary and postsecondary levels. Parents can also participate in all Cooperative sponsored staff development programs. Notices of such programs are regularly included in P.A.V.E. newsletters.

Mandate Two: Assessment

The Cooperative is developing a county-wide vocational education assessment plan. Its purpose is to establish a framework of sequential activities that will allow special education students to become more appropriately involved in vocational education programs at the secondary level. The intent of assessments based on this plan is not to identify a job or task which best suits the student being evaluated, and then build an instructional program based on the specific job title. The goal of this assessment is to locate an appropriate cluster or family of jobs, and then build towards a given job title as a result of subsequent instruction within a vocational education program area. In this manner, secondary vocational education will enable students to develop job entry level skills and/or a foundation for post secondary vocational education involvement before committing themselves to a specific job.

The plan attempts to maximize the utility of available by:

1. Refocusing, to some degree, the delivery of career related instruction at the junior high level,
2. Administering vocational interest devices to try and capture occupational preferences,
3. Exposing students to a battery of vocational aptitude measures,
4. Involving vocational education teachers in the assessment process through the development of program specific performance samples,

5. Allowing students to face validate the results of an actual tryout in vocational education programs for which they have some expressed interest and aptitude, and

6. Recommending an appropriate instructional program or sequence of courses that the student must complete in order to attain vocational competence.

The first three phases of this six phase plan are driven by special education. Phases four and five are primarily accomplished through vocational education. Phase six requires dual input from both disciplines. Ancillary personnel, such as school psychologists, counselors, and occupational information specialists can also play meaningful roles in gathering and interpreting information.

The assessment plan is not intended to spell out how each phase will be accomplished. It describes what needs to be done during each phase. The plan's time frame is roughly from second semester eighth grade to second semester tenth grade. However, students will enter and exit various phases of the model at different points depending upon the on-going acquisition of new information, skills, and abilities. Ideally, as this plan or a reasonable facsimile is assimilated by participating districts, the time lines suggested by the plan can be more closely monitored. As the practice of vocational education assessment within the districts becomes more definitive, individual substeps and instrumentation within each major phase may be defined more strictly. (See Exhibit 44 for a detailed description of the assessment plan.)

Mandate Three: Special Services

A series of three 30-hour training programs is available to all secondary level vocational and special education staff within the twelve districts. A 120-hour specialized training program is available during the summer quarter to train special education personnel to act as liaison teachers between special and vocational education at the building level. The objective of these staff development programs is to enhance the curricular accessibility of vocational education for special education learners. When the Cooperative began, only one third of all special education students were involved in reimbursable vocational education programs. Now, nearly one half of all secondary special education students participate in reimbursable vocational programs.

See Exhibit 45 for outlines of Unit 24, Unit 27 and Unit 27-2, three courses in the staff development program that are intended to strengthen cooperation between special educators and vocational educators and teach both how to provide appropriate vocational instruction to special education students. See Exhibit 46 for a job description of The Vocational Resource Instructor, the staff person who formally serves as liaison teacher between special education and vocational education. (See also Exhibit 47 for an example of the internship with industry program's application process.)

The effect of this effort is evaluated in several ways. First, all staff development programs are evaluated at their conclusion. Second, vocational staff are annually surveyed to assess their staff development needs and input and involvement in the IEP process. And third, the appearance of actual content goals on the IEP are tracked annually.

Mandate Four: Guidance, Counseling and Career Development

This has not been a major focus of the Cooperative. The 24-member advisory committee of vocational and special education program administrators and others views this as a local district responsibility.

Mandate Five: Counseling for Transition

Cooperative agreements between vocational education, special education and vocational rehabilitation are being negotiated that will assist in this endeavor. Although an agreement was piloted in separate sites during the past two years, the actual results of the pilot testing still need to be finalized.

Mandate Six: Equal Access

The Cooperative, a unique consortium of effort between secondary vocational and special education in twelve school districts, was initiated in September of 1983. Its three major areas of emphasis are staff development, on-site consultative services, and data collection for decision-making and evaluation purposes.

The Cooperative is founded on the following basic assumptions:

1. Secondary special education and vocational education together can be more effective in dealing with handicapped students than either discipline alone.

2. Vocational education and special education bring to the Cooperative relationship specialized sets of expertise that need to be appropriately channeled and consolidated.

3. Twelve districts operating in concert make more progress than one or two districts working in isolation.

4. Establishing and maintaining a continuing dialogue between the disciplines is necessary at both the district and building levels.

These basic assumptions permeate the structure and funding of the Pierce County Vocational/Special Education Cooperative and give rise to its three major missions: staff development (a ten-week series of seminars for vocational and special education teachers), the "Return to Industry" internships for teachers (available throughout the year), and the establishment and operation of a 3,000 item materials/resource information center.

On-site consultative services include monthly visits to each participating district by the Program Director. These visits are designed to facilitate and follow up individual district responses to consolidating vocational and special education, and initiating cooperative agreements between vocational education, special education, vocational rehabilitation, developmental disabilities, and parent advocate groups. A compendium of potential IEP objectives for use in vocational programs is available through the Cooperative office along with an

IEP process model for vocational and special education collaboration. Most of the treatments associated with both the staff development and on-site consultation missions were not applied until the 1984-85 school year. Some remain to be fully implemented. Prior to this time no such service existed.

Data collection for decision-making and evaluation comprises the third major mission of the Cooperative. The first phase of the data collection is to determine vocational education staff input and involvement in the Individualized Education Program (IEP) process. The second phase of the research is an employment related follow-up of former special education students. The third phase involves an assessment of secondary vocational program placement of students and corresponding IEP goal statements. See the "Evidence of the Project's Effectiveness" section for examples of data collected.

Mandate Seven: Least Restrictive Environment

The "Collaborative IEP Process Model for Vocational and Special Educators" allows vocational and special education to join forces in developing Individualized Education Programs (IEPs) wherever appropriate. Each district within the Pierce County Vocational/Special Education Cooperative has a set of unique procedures that dictate IEP development. This process model, in keeping with the mission of the Cooperative, facilitates the partnership between special and vocational education. There is no intention to redesign existing procedures. Increased communication that results from a definable process is the single focus of this model.

The process model is divided into five stages: the Multidisciplinary Team or MDT, IEP Planning, the tentative instruction program decision, the IEP Meeting, and implementation of the IEP. Various sets and subsets comprise each of the five stages.

Several concepts are essential to the formulation of the model. First, the Individualized Education Program (IEP) is a process as opposed to a procedure. Process refers to continuous action and treatment, whereas procedure merely refers to a traditional order of events.

Secondly, the IEP addresses student development in a holistic sense. It includes objectives that address the learner's needs in academic, social, emotional, physical and intellectual areas, as well as career development. Vocational education's major involvement in the IEP is directly linked to the student's need for career development.

A third basic concept is that in relationship to vocational education, the IEP increases in potential employment specificity as the student progresses towards occupational self-sufficiency. As the learning abilities of the student become more closely aligned with specific vocational content, job entry and exit points within the vocational curriculum can be more easily defined.

Fourth, the IEP is designed to challenge both students and teachers instructionally. This means that vocationally related instructional objectives will be: 1. Sequentially arranged from simple to complex so that a progression of skill level results, 2. Technically valid, reflecting the skills actually required on the job.

With these four basic concepts firmly established, the process model was developed. The result is not a panacea, but simply a guide to channel the combined energies of special and vocational educators.

Depending on individual student needs and the severity of their handicapping conditions, vocational education will not necessarily constitute an appropriate placement. Therefore, the development of the Individualized Education Program does not always involve regular vocational education staff. When vocational education is a viable placement, this process model should help set the parameters of vocational education's involvement with the IEP process.

(See Exhibit 48 for an example of one participating school district's IEP form.)

Mandate Eight: Vocational Education/Special Education Coordination

The overall scheme of the Cooperative provides for equal input between vocational and special education. (See Exhibit 49 for a description of the Cooperative's bylaws.)

Evidence of the Project's Effectiveness

Overall School Dropout Rate

1985-1986	1986-1987
22%	21.7%

Evaluation of the Cooperative's Impact on Special Education Students

Content

If the Cooperative has had an effect on the combined efforts of vocational and special education within participating districts, it should manifest itself in the numbers of handicapped learners who participate in occupational preparation programs, and the corresponding goal statements on their IEPs. The program types are: reimbursable vocational education, special education sponsored vocational training, and non-reim- bursable vocational education/training. Reimbursable vocational education programs are staffed with state certified vocational education personnel and receive state and/or federal dollars earmarked for vocational education. Special education sponsored vocational training programs are staffed with state certified special education personnel and funded through state and/or federal special education monies. A non-reimbursable vocational education/training program is funded by basic education and staffed with regular education certificated personnel. Vocational education is the primary service provider in reimbursable vocational education programs. Special education is the primary service provider in special education sponsored vocational training, and regular education instructors are the primary service providers for non-reimbursable vocational education/training programs.

Goal statements found on student IEPs can be categorized as "content," "prevocational," "placement," and "no goals." Content goals make specific reference to the instructional outcomes of a given program option within a program type (reimbursable vocational education, special education sponsored vocational training, and non-reimbursable vocational education/training). A prevocational goal addresses vocational development, but is not specific to any program option or type. Placement goals simply indicate that the student is enrolled in, or will participate in, a particular program. "No goals" means that while the student may have instructionally based outcomes identified on his or her IEP, none are vocationally related nor identifiable within a vocational context.

Enrollment patterns are a critical factor in the consolidation of effort between vocational and special education. If more handicapped learners participate in vocational education than did so in the past, this provides evidence that the disciplines have developed a closer working relationship. Similarly, if there are differences in the type of corresponding goal statements that appear on actual IEPs, those differences may be indicate increased instructional planning.

Procedures

All student schedules and current IEPs are reviewed during second semester of each reporting year by participating district personnel to obtain the data presented here.

Enrollment counts are compared to monthly state reporting forms, and a random sample of IEPs are independently rated by Cooperative staff to establish interrater reliability in an effort to validate the information provided by districts. Interrater reliability has consistently been between .85 and .90.

Results

Figure 6 presents a comparison of the total secondary enrollment in Pierce County by handicapping condition. Over 90 percent of special education students served at this level are found within three categories: learning disabled, behaviorally disordered, and mildly mentally retarded.

Figure 6

Comparison of Secondary Enrollment in Pierce County by Handicapping Condition (Unduplicated count, grades 10-12)

Special Education Classification	Number of Students			Percentage of Total		
	83-84	85-86	86-87	83-84	85-86	86-87
Behaviorally Disordered	132	320	126	9.62	20.10	8.34
Communication Disordered	16	0	5	1.17	0.00	.33
Deaf	23	7	10	1.68	.44	.66
Hard of Hearing	21	7	10	1.53	.44	.66
Health Impaired	13	29	34	.95	1.82	2.25
Learning Disabled	920	1033	1071	67.05	64.89	70.88
Mild Mentally Retarded	210	164	221	15.31	10.30	14.63
Multi-Handicapped	12	20	19	.87	1.26	1.26
Orthopedically Impaired	20	12	12	1.46	.75	.79
Visually Impaired	5	0	3	.36	0.00	.20
TOTAL (Unduplicated)	1372	1592	1511	100%	100%	100%

Figure 7 shows the percentage of enrollment of handicapped learners by program type for the baseline period. Thirty-four percent of the population received their vocational preparation through special education, 16% through non-reimbursable vocational education/training, 36% through reimbursable vocational education, and 14% were not involved in any vocational program.

Figure 7

Baseline (1983-84) Enrollment of Secondary Handicapped Students in Pierce County
Duplicated Count
(N=1896)

Special Education Sponsored Vocational Training	34% (N=654)
Reimbursable Vocational Education	36% (N=670)
Non-reimbursable Vocational Education/Training	16% (N=306)
No Vocationally Related Program	14% (N=266)

Figure 8 presents 1985-86 and 1986-87 enrollment data. The overall pattern is substantially different.

Figure 8

Enrollment of Secondary Handicapped Students in Pierce County
Duplicated Count
(N=1809)

	1985-86	1986-87
Reimbursable Vocational Education	43% (N=772)	44% (N=795)
Special Education Sponsored Vocational Training	24% (N=443)	31% (N=540)
Non-reimbursable Vocational Education/Training	21% (N=374)	12% (N=203)
No Vocationally Related Program	12% (N=220)	13% (N=243)

Note that in the baseline year, an unduplicated count of 1372 students produced a duplicated enrollment in program of 1896. This indicates that many students were involved in more than one program type. In contrast, an unduplicated count in 1985-86 of 1592 students produced a duplicated count of only 1809. The reduction in duplicated count from baseline to 1985-86 may mean that instead of students simply entering and reentering a variety of courses, some definitive program planning is beginning to take place. Due to an implied increase in collaboration of effort between the disciplines, more students may also be maintaining their enrollment after being placed.

The next series of figures presents enrollment information about each of the three primary program types. Figure 9 compares the enrollment of learners by handicapping condition in reimbursable vocational education. The left column shows percentage of enrollment during the baseline period. The right columns show the 1985-86 and 1986-87 enrollment percentages. As in total special education enrollment countywide, more than 90 percent of the handicapped learners participating in reimbursable vocational education programs have been classified as either learning disabled, mildly mentally retarded or behaviorally disordered in both the baseline and current periods.

Figure 9

Comparison of Students Enrolled in Reimbursable Vocational Education by Handicapping Condition

Baseline 1983-84 Percentage N=670	Handicapping Condition	1985-86 Percentage	1986-87 Percentage
8.66	Behaviorally Disordered	13.86	9.67
1.05	Communication Disordered	0.00	.13
2.24	Deaf	.65	1.00
1.34	Hard of Hearing	.39	.63
1.05	Health Impaired	3.50	2.26
75.07	Learning Disabled	73.58	75.50
9.10	Mild Mentally Retarded	6.74	9.04
.15	Multi-handicapped	.12	.39
1.19	Orthopedically Impaired	1.16	1.39
.15	Visually Impaired	0.00	0.00
100.00%		100%	100%

Figure 10 depicts handicapped learner enrollment in reimbursable vocational education by program option.

Figure 10

Comparison of Students Enrolled in Reimbursable Vocational Education by Program Option

	Percent of Enrollment		
Option	(Baseline) 83-84	85-86	86-87
Home and Family Life	15.67	11.40	9.17
Industrial Arts	19.85	33.16	33.42
Business and Office	17.91	15.15	17.71
Agriculture	20.75	13.86	17.08
Trade and Industrial	11.04	15.03	4.66

Diversified Occupations	6.73	5.83	3.52
Distributive Education	3.43	1.94	1.00
Technical	.30	.52	13.44
Other	4.32	3.11	0.00
	100%	100%	100%

Figure 11 compares types of students enrolled in special education sponsored vocational training programs.

Figure 11

Comparison of Students Enrolled in Special Education Sponsored Vocational Training by Handicapping Condition

Baseline 1983-84 Percentage (N=654)	Handicapping Condition	1985-86 Percentage (N=443)	1986-87 Percentage (N=540)
6.42	Behaviorally Disordered	22.12	7.04
1.53	Communication Disordered	0.00	0.00
0.00	Deaf	0.00	.74
.31	Hard of Hearing	.23	.55
.31	Health Impaired	1.80	2.22
49.39	Learning Disabled	58.92	65.00
37.61	Mild Mentally Retarded	16.48	22.78
3.67	Multi-handicapped	.45	1.48
.76	Orthopedically Impaired	0.00	0.00
0.00	Visually Impaired	0.00	.19
100.00%		100%	100%

Figure 12 shows that between the baseline and current period there has been a decrease in the percentage of enrollment in unpaid work study and a substantial increase in the availability of paid work experience and other program options. Coupled with the previous Figure, there is speculation that special education's perception of their role in the vocational preparation of handicapped learners may be changing. Increased enrollment in "other" programs indicates a possible effort to seek more specialized or alternative training for students who remain in this program type.

Figure 12

Comparison of Students Enrolled in Special Education Sponsored Vocational Training by Program Option

Option	Percent of Enrollment (Baseline) 83-84	85-86	86-87
Prevocational Class	24.01	22.80	34.63
Unpaid Work Study	45.87	20.99	17.59
Paid Work Experience	1.98	6.78	10.18
Career Awareness	14.53	24.60	15.93
Other*	13.61	24.83	21.67
	100%	100%	100%

* Includes Vocational Individualized Program (VIP), Store Project, Goodwill, and Metro Parks Program.

Figure 13 shows the percentage of handicapped learners enrolled in non-reimbursable vocational education/training or regular education type vocationally related programs.

Figure 13

Comparison of Students Enrolled in Non-reimbursable Vocational Education/Training by Handicapping Condition

Baseline 1983-84 Percentage (N=306)	Handicapping Condition	1985-86 Percentage (N=374)	1986-87 Percentage (N=209)
10.78	Behaviorally Disordered	28.34	7.65
1.63	Communication Disordered	0.00	0.00
2.29	Deaf	0.00	.48
2.29	Hard of Hearing	0.00	0.00
6.54	Health Impaired	0.00	2.39
67.65	Learning Disabled	61.23	76.08
6.86	Mild Mentally Retarded	8.02	11.00
0.00	Multi-handicapped	.53	.96
1.63	Orthopedically Impaired	1.88	.96
.33	Visually Impaired	0.00	.48
100.00%		100%	100%

Figure 14 describes what seems to have been almost a reversal between non-reimbursable home and family life and industrial arts. Part of this shift may be due to increased awareness of the availability of home and family life as an option within this program type, and the previously described increase in enrollment of handicapped learners in reimbursable industrial arts. Again, a marked increase in other or alternative programming is found.

Figure 14

Comparison of Students Enrolled in Non-reimbursable Vocational Education/Training by Program Option

	Percentage of Enrollment		
Option	(Baseline) 83-84	85-86	86-87
Home and Family Life	21.24	56.41	38.76
Industrial Arts	45.10	21.92	20.10
Business and Office	2.54	2.14	7.18
Unpaid Work Study	14.71	2.41	10.53
Paid Work Experience	.33	.53	1.91
Career Awareness	15.03	3.49	10.04
Other	1.05	13.10	11.48
	100%	100%	100%

In order to assess the impact of instructional planning between vocational and special education personnel, all student IEPs were reviewed. This review sought to determine whether or not goals that appeared on the IEP were specifically related to the program type in which the student was enrolled. The goals found on IEPs were classified as directly related to placement (content), generically related (prevocational), schedule related only (placement), or not present.

In comparing goal statements on the IEPs of students enrolled in reimbursable vocational education programs, content goals have increased by nearly 14%, and the lack of goals have decreased by a similar percentage. Prevocational and placement goals have remained virtually the same.

The comparison of corresponding goal statements for special education sponsored programs presents a different pattern than the one found in reimbursable vocational education. Here, content goals, placement goals, and the absence of goals all increased. Only prevocational goal statements have decreased. The absence of goal statements does not mean that no goals whatsoever appear on the IEP. It simply means that no vocationally related goals were present. Special educators may feel more comfortable with academically related goal statements than vocational goal statements. The lack of vocationally related goal statements may also be due to uncertainty within the discipline as to their responsibility in the occupational preparation of handicapped learners.

The goal statements in non-reimbursable vocational education/training programs are not very different from the baseline period, with the exception of an increase in prevocational type goals. Although non-reimbursable programs have not been an area of emphasis within the Cooperative, there is some evidence that the increase in prevocational goals indicates a heightened awareness that some programs outside the realm of special and vocational education are occupationally preparatory in nature.

Observations

The quantitative and qualitative data presented here show that more handicapped learners are enrolled in reimbursable vocational education programs and more content related goals appear on the IEPs of students who participate in such programs. There can be little doubt that when vocational and special education work together it has an impact on the provision of instructional services to students.

If the Cooperative has had a lasting impact, then the separate efforts of both vocational and special education will become a single effort combining the inherent strengths of each. The isolated programming seen in the past will merge to form a more complete service delivery system.

Post School Status of Former Students

Status	Percentage of Former Special Education Students	
	1984-1985	1986
Competitive Employment 35 hrs/wk or more	40.3	44.6
Competitive employment less than 35 hrs/wk	32.2	35.4
Enrolled in vocational technical institute	45.7	37.0
Enrolled in community/junior college	30.4	31.5
Enrolled in JTPA funded training program	23.9	22.2
Unemployed	27.5	20.0
Enrolled in a four year college/university	0.0	9.3

Additional Information

The following information is based on interviews conducted by VSC staff during a site visit to The Pierce County Cooperative and participating school districts during January, 1987.

What Do You Do to Help Special Education Students Succeed in Vocational Classes?

Business and Office Instructor

1. Provide individualized instruction.
2. Meet with the counselor and special education teacher to determine the appropriate classes to recommend to the student.
3. Give students immediate feedback on completed work.
4. Allow students to have some input in selecting materials and classes.
5. Provide weekly progress reports to the special education teacher when a student is experiencing difficulty.
6. Give the students encouragement.

Teacher, Diversified Occupations

1. Use materials that are appropriate for my students' interests and abilities.
2. Utilize group support techniques.
3. Teach and put into continuous practice a structured problem-solving process.
4. Begin instruction "where the student is" and build success from there.
5. Genuinely like my students and help them realize their positive qualities.

Special Educator (MR, LD, BD, VRI)

1. Provide close monitoring and keep communication lines open with as many vocational teachers as possible.
2. Tape record tests and special lessons.
3. Modify many materials.
4. If necessary, teach prerequisite skills that the student will need in order to succeed in vocational classes.

Special Educator (LD)

1. Assist students with daily assignments, tests and special projects that are assigned in vocational education.

2. Assist students in vocational placement outside the high school setting if necessary.

3. Conduct pencil/paper assessments of students' job interests and aptitudes.

4. Reinforce concepts presented in vocational education classes.

5. Teach prevocational skills (work habits, proper work attitude), practical writing skills (e.g., job applications), and interview procedures.

Vocational/Special Educator (Diversified Occupations)

1. Monitor two to three weeks to provide reinforcement to students and to parents. This includes offers to hold conferences with individual teachers.

2. Ask for input about students' vocational goals and objectives to include in the IEP attachment.

3. Counsel with students so prerequisite skills, interests, and aptitude are present before enrolling.

4. Team teach, read tests, coach for proficiency, provide advice for effective testing and teaching, and allocate time in my class for working on vocational classwork/parallel teaching.

5. Serve on my district's vocational education/special education task force.

Resource Room Teacher

1. Visit other teachers and discuss students.

2. Send monitoring forms to teachers concerning student progress.

3. Tutor students.

4. Parallel teach.

5. Have a lab class in which students can work on problem areas in all their other classes.

Vocational Education Aide

1. Focus on the safety of all students.

2. Provide shoulder to shoulder support of special education kids in the vocational setting.

3. Provide additional support by pulling special education kids out of special education classes in order to provide additional instruction and learning opportunities.

4. Support vocational staff in developing techniques and materials to provide successful learning opportunities for special education kids in their classrooms.

5. Learn vocational skills right along with special education kids.

Resource Room Instructor (LD, MR)

1. Communicate with vocational teachers regarding class objectives.

2. Track students once per month regarding academic and other skills learned or mastered in vocational education.

3. Give students access to vocational or career awareness experiences.

4. Assess the students' interests and aptitudes.

5. Schedule students into vocational class as a result of the interest and/or aptitude test results.

Vocational Instructor (Horticulture and Floral)

1. Let each student know he/she is a unique, special person.

2. Work with DO (vocational education/special education teacher) to help the individual student with specific trouble areas, either in the classroom or on the job site.

3. Emphasize that we all have learning styles that work. Help each student identify how he/she best learns. Adjust the classroom, laboratory and on-the-job instruction to key in on this style.

4. Hold individual conferences with students.

5. Organize specific skill breakdowns in areas that a student finds difficult.

6. Find a peer tutor willing to work with the student.

7. Work with employers to help students succeed. Employers as a whole are most cooperative.

Special Educator (LD)

1. Attend fifth period agriculture class with 18 special education students.

2. Parallel teach agriculture at other times during the day.

3. Counsel individually with special education students enrolled in agriculture classes.

Special Educator (Support Instructor)

1. Communicate with vocational teachers regarding prerequisite skills/entry level skills required for their program.

2. Provide in-class support for the special education students in vocational classes.

3. Provide interest and aptitude testing to help students select vocational classes that most closely correspond to their interests and aptitudes.

4. Provide parallel teaching for students enrolled in vocational classes through special education resource room classes.

5. Provide vocational teachers with ideas for adaptation of curriculum based on individual student's needs.

What Role Did You Play in Starting This Project?

Assistant Superintendent

The Cooperative resulted from a two and one half day exploratory educational retreat held in 1983. The announced purpose was to determine the relationship between special education and vocational education. For the more than 50 in attendance, a big issue was "Why are we here?" Some were there only because they received additional pay for attending. The retreat was held on a weekend.

Administrator, Clover Park VTI

He attended the Port Ludlow seminars. Their initial emphasis seemed to be "How do we serve special education?" The Bethel district presented a series of grievances regarding vocational preparation of learning disabled students. Much initial discussion centered around special education developing vocational preparation and the vocational component of the IEP without possessing the relevant background. There was no communication between special educators and vocational educators. A major result of the Cooperative is that communication developed between vocational education and special education. Each district developed a plan and meshed it with those of the other districts. Clover Park's plan focused on articulating students between high school and the VTI. The special education/vocational education marriage took place to help special education meet mandates that they weren't meeting.

Special Education Program Administrator, Tacoma

In November, 1982, the special education director in Bethel asked her if parents were requesting vocational assessments for their children. He was getting a lot of requests. They and other special education directors held a series of meetings from November of 1982 through February, 1983. Their first question was, "Do we want to start a vocational assessment center?" Dave Cupp summed up the issue with the statement: "Assessment, yes, but what for?" Those involved recognized that there were many other problems. Districts had purchased vocational assessment, but the results were filed. Those attending these meetings realized that staff needed to get together.

In April, 1983, the Bethel special education director requested and received a $50,000 PL 94-142 grant to bring together administrative teams from districts to discuss what to do. The grant objective was to bring the county together with a communication system. This meeting took place in Port Ludlow for two and a half days. Doug Gill, Bill Eddy, and Mark Hull were outside speakers. The culmination of the meeting was a decision to form a Cooperative. Bruce Alexander and Janice wrote another grant proposal and received funding to start the Co-op in September, 1983. They developed job descriptions. A core group of special education directors met weekly between April and August, 1983. Doug was hired. Initially vocational and special educators were not prone to working together. "You put handicapped in my class, what will you do for me." Doug had to build trust.

The Co-op operated from an office in ESD #121 to avoid adding an administrative position to a district. This would have agitated the union. Some districts resented the ESD's involvement in the Co-op. During the Co-op's first year, the advisory committee meetings were long. Now, meetings focus on what we will need to do programatically in the schools. The Co-op was funded on the premise that integrating special education into vocational education would happen only if there is a local effort - local administrative effort - behind it.

What are the Key Factors That Make the Pierce County Cooperative Effective?

Program Director, Pierce County Cooperative

1. The 12 participating districts made a commitment of personnel and money.

2. The 12 directors and Doug have a common set of expectations.

3. Doug responds to questions and problems expressed by a district consistently and immediately with a phone call or personal visit. This consistent and concentrated effort has occurred over a period of time in a limited area. Pierce County ESD 121 serves two counties. The Co-op serves only one of the two due to the capacity of staff (Doug and Cathy, the Program Assistant).

Program Assistant, Pierce County Cooperative

1. All districts have a sense of commitment to a plan and stick to it instead of diverting or side tracking into other issues.
2. Evaluation, including extensive data collection, is conducted annually.
3. Doug and Cathy develop a yearly program of work, and plan monthly and quarterly.
4. Doug is a brilliant person. His plan is one year ahead of where the districts are now. For example, one objective of the 1987-88 program of work will be to continue developing the Student Learning Objectives (SLO) book. Work on it began during the 1986-87 school year.
5. Both she and Doug were involved from the beginning and have a good working relationship. The districts trust both of them regarding their answers to questions. Both have a strong commitment to the program.
6. A formal staff development program is implemented.

Special Education Director and Vocational Education Director, Franklin Pierce School District

1. At the director's level, the districts committed resources/time.
2. The ESD 121 superintendent made a commitment. The Co-op has input into the ESD.
3. Those involved have a common vision of vocational education/special education cooperation.

Parent of Special Education Student

The Co-op keeps the school district honest. The resources are here to implement specific programs for kids and helps parents. The Co-op lets them participate thereby be more responsible in dealing with the schools. Parents can take part in staff development activities.

Special Education Program Administrator, Tacoma

The local administrators demonstrate a commitment to the teaching staff, back them up, provide inservice, materials, follow-up and recognition, and show an interest in what they do. There has been a constant perseverance in bringing factions together and not excluding factions - special education, vocational education, parents, and agencies. Parents were not involved in the Port Ludlow meeting, except for Tacoma, through P.A.V.E. P.A.V.E. is on the Co-op's advisory board ex officio. Parents did attend the April-August, 1983 meetings.

Assistant Regional Administrator, Vocational Rehabilitation

1. Doug helps VR avoid political pitfalls that may block VR involvement with students.

2. The Co-op is a forum that brings all official representatives of special education and vocational education together to discuss issues without encroaching on each other's territory.

3. Doug has credibility and access to all 12 districts, and he has a mechanism to develop pilot programs and revise programs. The Co-op is a mechanism to set up a VR dialog with schools.

4. Doug's personal expertise allows special education and vocational education to deal with each other. Doug creates a climate of communication.

Assistant Superintendent

1. The insight that special education students need vocational preparation more than anything was crucial.

2. Doug's ability is another key factor.

3. There is a milieu of concern for special needs students in Pierce County and the state of Washington.

Administrator, Vocational Technical Institute

1. Doug Gill's ability to communicate and get special education and vocational education to work together was crucial. A group of districts couldn't do this with an expert in only one area. There is a danger that locals may not be able to duplicate this skill.

2. A community wide public awareness was developed through P.A.V.E. This made building administrators aware of the need to serve special education students.

3. The Co-op made the county recognize problems (segregated programs, sheltered workshops) that needed addressing.

Considerations for Those Wishing to Replicate this Project

VSC staff obtained the following information by interviewing Co-op staff and staff from participating school districts during a site visit in January, 1987.

Program Director, Pierce County Cooperative

Administrative

The Co-op director position must be 100% time. Locate yourself in a neutral site. The initial advisory committee should include directors of special education and directors of vocational education so that getting substitutes is not an issue. Later, they can send designees, or set up a task force of teachers.

Fiscal

There must be a minimum commitment of three to five years on the part of member districts. During year one, 60% of the Co-op's budget came from state, 40% from local participants. The local percentage covered personnel and staff development courses. In year two, 60% was locally based, 40% was state money. In year three, 80% was local, 20% was state funds. In year four, 100% was locally committed money. Over a period of three years, phase out any state money. Have a neutral agency, an ESD or University, administer the money in order to avoid the perception that one cooperating district is getting an unfair amount. Allow a carryover of Co-op support money from local sources.

Staffing

Hire a director who is equally well versed in special education and vocational education. A single area specialist can't do it. A new effort also needs someone who doesn't bring baggage from local "turf" or other battles with them. For example, someone from different area not tied to only one of the participating districts should be considered.

Project Initiation Procedures

Set up your own letterhead and stationery. Pierce County did not need active state staff involvement to start this project. Make people feel they are part of something unique/different and they will identify with and own it. They must feel secure regarding the direction taken and feel they have input. Initially, the director helps focus and synthesize initial input provided by participating district representatives. BE FAIR. Treat all equally and insist that all have an equal vote, even if one district is bigger. To sustain the effort, maintain consistency in purpose and program offerings. Do not change the game on the locals. Consolidate vocational education and special education at the local level. Conduct research, site visits, and staff development. Pay equal attention to all districts, regardless of size. It may take six to seven years to attain these goals.

Inservice Training

Training should be open to all, including parents. Most early staff development was carried out within individual districts. In year one, the only county wide training was on the materials center. Other training efforts were part of regular meetings of special education and vocational education. This early contact was also staff development for Doug. He learned who was influential, interested, not interested, etc. In year two, Unit 24 was developed. (See Exhibit 45.) It was offered three times (two in the winter of 1985, one in the spring 1985, and one in the fall of 1985). Unit 27 started in the winter of 1986. (See Exhibit 45.) Then in the spring of 1986, Doug offered Unit 24 again. Participants need to produce a small usable product every session. The sessions run for three hours/week over ten weeks. Participants work individually and in groups. During the summer of 1986, the first Vocational Resource Intructor (VRI) training was held. It ran for four weeks, 30 hours/week, six hours/day, for four weeks or 120 hours total. Now, Unit 24 is offered in the fall, Unit 27 in the winter, Site Access in the spring, and VRI in the summer. The total staff development package is 210 hours/year. If you want to start a similar program, you will need to grow into this array. You will need a pool of Unit 24 completers first in order to justify setting up Unit 27.

Another component is the internships with industry program for vocational educators. Fifty-six percent of the county's vocational education staff had spent zero to three years in industry and 11 years or more in the schools. The Co-op can fund one intern per district per year. The length of each internship is five days per person. Participants get paid $75 per day for five days, to be done on their own time. To apply, an individual submits a plan.

Administrative Assistant, Pierce County Cooperative

Administrative

1. The education and vocational special needs background of the program director are critical.

2. The program director must make at least a five year commitment.

3. All participants must fully understand and be committed to the plan.

4. The program director and district leadership must develop an overall plan, divide it into yearly goals, and review these goals periodically.

5. New personnel must be "groomed" and brought up to date on the project goals and objectives.

Fiscal

1. A third party as fiscal agent is a must.

2. Develop at least two sources of income for the first three years. Use supplemental monies for materials, and equipment. The number one funding source is Co-op members. Supplemental state monies are the other usual source.

3. Try to be self-supporting after three years. To sustain the project, purchase as much as possible up front. Even though you use a third party fiscal agent, monitor the money and report to Co-op members monthly or quarterly.

4. Support teacher training and internships.

Staffing

Staff members must have compatible work styles and respect each other's knowledge and abilities. Look for people who are implementors, who can envision the whole picture and lay groundwork methodically. You need "solutions people" - matter of fact people who know how to remove barriers with tact and kindness in a professional manner.

Project Initiation Procedures

Realize there will always be roadblocks but that there are always solutions. Plan ahead. Before hiring key people, discuss the location of the Co-op. It should be central and accessible to all districts. In this case a VTI has been essential to our operation.

To keep the project operating, consider evaluating the program's progress and effectiveness, and setting up a Staff Development program. "Image" is also important.

Inservice Training

To Initiate such a program, hold two retreat-style planning sessions before hiring a director. Participants should be comprised of vocational education and special education representatives from each participating district. Call in consultants to assist with planning. Provide administrators and teachers with inservice training regarding materials available.

To sustain such a program, establish teacher training seminars on vocational education for handicapped students. Initially, the Pierce County Co-op used two classes, a basic and an advanced one. Later, a third class, dealing with solutions to problems, was added, as was a Vocational Resource Instructor training program. The Pierce County Co-op also provides training on the IEP process model and vocational education assessment model.

Superintendent, ESD 121

Administrative

House the Co-op in an agency that will administer the program, rather than in a specific school district. This will allow the Co-op to get more help from the existing infrastructure. It must be a grass roots initiative, rather than imposing it or selling it from outside. The Port Ludlow meeting was an example of local initiative. It took place 16 months before the actual start of the Co-op. There were two obstacles in starting the Cooperative. Initially special education was more interested than vocational education. It was hard getting them to meet together and share money. Participants also had difficulty initially deciding which co-chairperson would run the advisory committee meetings. At first, they split each meeting, then chaired alternating meetings. Now they work together. One of the Co-op's assets is that it gives recognition to district staff for fine performance. There is an annual banquet to recognize the Co-op teacher of the year. It is very well received.

Technical Assistance Available

Technical assistance is available on how to develop, maintain, and evaluate programs. Contact the Program Director, Douglas Gill, for details.

Instructional/Staff Development Materials Available

The following publications are available:

1. Collaborative IEP Process Model,
2. Annual Data Collection Reports,
3. Vocational Education Assessment Plan, Volumes I & II.

All publications are priced on a cost recovery basis. Contact the Program Director for ordering information.

EXHIBIT 44

Vocational Assessment Plan

Introduction. The Vocational Education Assessment Plan describes six major phases in the process of arriving at the proper placement of special education students into vocational education programs.

Phase I: Career Exploration and Occupational Exposure. The objective of Phase I is not for the student to identify the job he or she plans to do for the remainder of his or her life, but to identify a cluster or family of jobs the student feels comfortable with. Before this can occur, the student must acquire some knowledge and understanding about various job clusters. In vocational education, there are six major job clusters: Agriculture, Business/Office, Home/Family Life, Distributive Education, Trades/Industry, and Technical Education.

Each cluster includes a multitude of potential jobs and occupations. Students who have an awareness of, and knowledge about these six job clusters establish a reference point for their future choices and educational programming.

In order for special education students to identify and develop reasonable vocational interests, they need a certain amount of career exploration and occupational exposure. Career exploration is essentially a classroom based method of introducing students to the types of jobs, working conditions, and opportunities that exist within the broad job clusters. This can be accomplished through the use of supplemental materials and specific units of study strategically infused into the curriculum. Occupational exposure, on the other hand, is community based instruction relative to identifiable job clusters. Occupational exposure may include field trips, guest speakers, and traditional work experience, or work study programs geared toward actual contact with specific work sites and work settings.

Again, the purpose of career exploration and occupational exposure is not to select a job for a student. It is designed to increase the student's experiential base so that he or she can more accurately identify a career direction to pursue.

To be effective, the career exploration and occupational exposure phase of the assessment plan it should precede formal determination of vocational cluster interest. Often special education students do poorly on vocational interest tests because they have little or no awareness about occupations in general. Without such awareness, attempts to identify specific interests prove somewhat futile.

If students are to benefit from their involvement in vocational education, the career exploration and occupational exposure phase should be accomplished prior to the end of the student's second semester in the eighth grade. Thus, most of what is traditionally done in the special education environment relative to career development should occur not during the high school years, but pre-high school so that the next phase of this plan will have merit.

EXHIBIT 44, contd.

The way in which this occurs will vary from district to district and school to school. The way in which this phase is accomplished is less important than the fact that it occurs. Given the idea of six major clusters of vocational education upon which to base instruction, either classroom or community based, teachers are quite capable of constructing relevant learning experiences.

Phase II: Determination of Vocational Cluster Interest. Once a certain degree of career exploration and occupational exposure has occurred, the actual determination of vocational cluster interest can begin. The objective of this phase is to verify through specific instrumentation the presence or absence of a student's interest in identifiable job clusters.

Numerous commercial vocational interest devices are available. However, the usability of many with special populations is questionable due to the advanced reading and comprehension skills they require. For this reason, three specific instruments have been chosen for inclusion in this plan: the Geist Picture Interest Inventory, the Wide Range Interest Opinion Test, and the California Occupational Preference System II. These three tests require minimal reading skills and use illustrations to help the student identify possible vocational likes and dislikes. They are also relatively easy to administer and score.

Although the reported validity and reliability of each instrument is high, at least two of the three instruments should be administered to each student in order to obtain a more complete view of his or her expressed vocational interest. Certainly there are other tests that could be used, but these three seem to be the most appropriate.

The determination of vocational interest should occur during the first semester of the ninth grade. Verification of interest at this juncture of the student's high school experience sets up the next phase of the assessment process: the matching of expressed interests with general aptitudes.

Phase III: Generic Vocational Aptitude Determination. After the student's vocational interests have been determined, it is necessary to assess the student's vocational aptitudes or vocationally related skills and abilities. The purpose of this phase is to begin incorporating existing interests and aptitudes into a workable instructional plan.

Three assessment instruments have been chosen to help complete this component. The first is the Talent Assessment Program or TAP. TAP is a series of ten work samples that address characteristic such as structional visualization and retention of structural detail. Other TAP work samples focus on size, shape, color, and touch discrimination, and dexterity with and without tools. Although the ten work samples are timed, this is less important than the identification of abilities that can be built upon in future instructional placements. Access to the TAP system and training in how to administer this test is available through the Cooperative.

In addition to the TAP system, performance samples related to computational and communication skills have been developed by local district personnel. These performance samples focus on functional academic skills that are applicable to vocational education programs in general.

EXHIBIT 44, contd.

This phase of the plan should be accomplished no later than the end of second semester ninth grade in order to allow an in-depth look at specific vocational programs available.

In short, phase one should provide the student with some awareness and exposure to at least six major job clusters. Phase two should allow the student to focus on one or more the major job clusters through the use of specific instrumentation, and phase three should begin to match identified vocational interests in certain job clusters with some of the skills and abilities required in the vocational interest areas the student has selected.

Phase IV: Performance Sampling of Available Vocational Education Programs. The purpose of this phase is to match student interest in job clusters and general vocational aptitude with available vocational education programs. One way to accomplish this task is to develop performance samples of available vocational education. The intent of performance sampling is not to screen students out of programs, but rather to screen students into appropriate programs and help identify their specific skill deficits that need remediation.

During the first three phases of the vocational education assessment plan, special education and/or related personnel such as counselors or occupational information specialists are responsible for accumulating data about students. The fourth phase of the plan represents a shift in primary responsibility from special education to vocational education.

Since performance samples of available vocational education programs are a representative series of tasks necessary for successful entry and participation in a given vocational education program, vocational educators must take the lead in assuming what the representative tasks ought to be.

Although the content of each performance sample should address what is important in the individual program area, the format of each should be similar in order to ensure some degree of standardization. Further, the actual construction of the performance sample brings vocational educators into the assessment process in a meaningful way. This seems logical since the vocational education instructors will ultimately deliver services to students in their classes.

Not every student needs to experience each performance sample. The selection of performance samples to be administered depends on the results of the two preceding phases. For example, if the student expresses an interest in outdoor occupations, has some aptitude in large hand tool usage, and demonstrates some basic measurement skills, two performance samples to be administered might be Agriculture and Industrial Arts. This will enable a more valid instructional program match to emerge, so that eventual program placement is more by design than chance. Therefore, this phase of the assessment plan should take place no later than second semester of the ninth grade.

Phase V: Time Limited Try Outs in Selected Vocational Education Programs. There is still a need to verify the tentative instructional program placement decisions that are made as a result of the performance sampling. Time-limited tryouts in selected vocational education programs serve such a purpose. The

EXHIBIT 44, contd.

time-limited tryouts enable students to be involved in an on-going vocational education instructional program on a trial basis, at the end of which more long term planning can begin. Therefore, the time-limited tryouts should be completed no later than first semester of the tenth grade. The actual time frame in which the tryout occurs will probably vary from setting to setting. In some instances, more than one tryout may take place per semester. In other situations only one tryout may occur within that period. However, unless both students and instructors are able to determine proper "fit", much of the preceding efforts will be diffused.

The time-limited tryout phase presents the most difficult logistical problems, primarily due to scheduling difficulties. The overriding concern, though, is that students are directed into the proper area of vocational education so that they are able to benefit from the sequence of courses available within that program. The students' progression through an appropriate program area will enable them to develop job entry level skills and/or a foundation for post secondary vocational education. Without the direction setting that results from this initial programming, students will likely just move between vocational education programs and never through them. This would severely limit the potential impact that vocational education could have on students.

Phase VI: Recommend Appropriate Instructional Program. The final phase of the assessment plan is the recommendation of an appropriate instructional program. The designation of "instructional program" is important because it signifies a strand or avenue for future vocational growth and development. Within the identified strand, students can continue to expand their interests and refine their skills. As necessary, students may recycle through any of the earlier phases.

At this point, initial assessment ends, and process assessment begins. Once students are enrolled in the most appropriate program based on all available information, regular instructional monitoring and follow-up of the student can take place. Much of this process assessment would be in the form of parallel teaching between vocational and special education staff at the building level.

This phase should take place at or about second semester of the tenth grade. This time line allows 4-5 semesters for students to proceed through a sequence of vocational education course work. It also allows implementation of an appropriate role for vocational education at the secondary level. If students choose to enter the labor market at the conclusion of high school, they leave with a more definitive set of entry level skills. If they choose to continue their vocational education they can master many prerequisite skills needed at the postsecondary level during their secondary years. If the initial instructional placement does not work out, students can reenter the assessment plan at any level.

EXHIBIT 45

Vocational Education for Handicapped Learners at the Secondary Level
Unit 24

Sponsored by the Office of the Superintendent of Public Instruction
in Co-operation with Clover Park Vocational-Technical Institute and
the Educational Service District 121
Pierce County Vocational/Special Education Cooperative

The focus of this seminar is to establish and maintain a dialogue between vocational and special education at the secondary level using ten major topics as points of departure.

AGENDA

10/7/86	1.	Implement a process for modifying existing vocational education instructional materials for use with handicapped learners.
10/14/86	2.	Discuss at least three methods of providing "individualized" instruction in the vocational laboratory setting.
10/21/86	3.	Identify and utilize appropriate instructional materials and activities for special education students enrolled in vocational education programs.
10/28/86	4.	Apply a variety of techniques and strategies to teach specific vocational skills to special education students.
11/4/86	5.	Describe procedures for working with school based support staff.
11/11/86	6.	Adapt course objectives as needed to work with handicapped students.
11/18/86	7.	Appropriately evaluate special education student performance in vocational education programs.
11/25/86	8.	Identify and contrast available school and community resources for secondary handicapped students.
12/2/86	9.	Interpret information concerning special education student's present level of performance upon entering vocational education.
12/9/86	10.	Locate and utilize information about the modification of tools, equipment and machinery for handicapped learners in the vocational environment.

TIME: 4:30-7:30 p.m. INSTRUCTOR: Douglas H. Gill

REGISTRATION FEE:
Pierce County Cooperative Members fee paid by Cooperative
Non-members $30.00
Seattle Pacific University Credit (3 credit hours, additional fee) $66.00

EXHIBIT 45, contd.

Unit 27
Advanced Vocational Education for Handicapped Learners at the Secondary Level

Sponsored by the Office of the Superintendent of Public Instruction
in Co-operation with Clover Park Vocational-Technical Institute and
the Educational Service District 121
Pierce County Vocational/Special Education Cooperative

This seminar represents a follow-up to **Unit 24: Vocational Education for Handicapped Learners at the Secondary Level.** Participants must have successfully completed Unit 24 to enroll in this series. The topics to be explored were developed by participants in Unit 24 and represent input from 12 school districts within Pierce County.

AGENDA

1/13/87	1.	Understand a consumer's view of vocational education for special education students.
1/20/87	2.	Use V-TECs catalogs to develop a curriculum framework.
1/27/87	3.	Apply organizational principles to the instructional environment (Part I).
2/3/87	4.	Develop learning plans and supplemental learning plans relative to the curriculum framework.
2/10/87	5.	Outline the components of a vocational assessment plan for special education students.
2/17/87	6.	Develop program samples (Part I).
2/24/87	7.	Develop program samples (Part II).
3/3/87	8.	Apply organizational principles to the instructional environment (Part II).
3/10/87	9.	Understand the role of Division of Vocational Rehabilitation in the schools.
3/17/87	10.	Apply a practical model for mainstreaming special education students in vocational education programs.

PREREQUISITE: Unit 24 TIME: 4:30-7:30 p.m. INSTRUCTOR: Douglas H. Gill

REGISTRATION FEE
Pierce County Cooperative Members fee paid by Cooperative
Non-members $30.00
Seattle Pacific University Credit (3 credit hours, additional fee)$66.00

EXHIBIT 45, contd.

Unit 27-2:
Situational Analysis of Handicapped Learners in Vocational Education

Sponsored by the Office of the Superintendent of Public Instruction
in Co-operation with Clover Park Vocational-Technical Institute and
the Educational Service District 121
Pierce County Vocational/Special Education Cooperative

This course represents a follow-up for EDUC 5624 and 5627. The focal point is on situational analysis of the strategies and techniques from the two previous courses, and is based on ten case studies.

Given a series of at least ten case studies, participants will be able to:

4/8/87 1. Analyze academic data in a vocational context.

4/15/87 2. Interpret vocational interest and aptitude data.

4/22/87 3. Choose an appropriate education program based on all available data.

4/29/87 4. Predict student success in vocational education programs.

5/6/87 5. Monitor the placement of students in vocational education.

5/13/87 6. Conduct formative evaluations of students in the vocational education setting.

5/20/87 7. Conduct summative evaluations of students in the vocational education setting.

5/27/87 8. Plan for students entering the world of work.

6/3/87 9. Plan for students entering postsecondary vocational environments.

6/10/87 10. Develop and utilize an integration model.

PREREQUISITE: Unit 24: Vocational Education for Handicapped Learners at the Secondary Level.
Unit 27: Advanced Vocational Education for Handicapped Learners at the Secondary Level.

TIME: 4:30-7:30 p.m. INSTRUCTOR: Douglas H. Gill

REGISTRATION FEE:

Pierce County Cooperative Members fee paid by Cooperative . . .	
Non-members	$30.00
Seattle Pacific University Credit (3 credit hours, additional fee)	$66.00

EXHIBIT 46

Job Description - Vocational Resource Instructor

The Vocational Resource Instructor (VRI) concept is to integrate special education students into regular vocational education programs and to provide instructional support to both the students and instructors.

The approach is directed toward students with mild/moderate disabilities.

Goal

1. Provide youth at the secondary level with job entry skills in broad or specific occupational clusters.

2. Provide a foundation for entrance and success in a postsecondary system in conjunction with the high school Diversified Occupations Program (D.O.).

Duties

Student Placement

1. Coordinate special Education student placements with vocational teachers including providing information on student capabilities, learning styles and interests.

2. Counsel students on appropriate vocational programming.

3. Provide input on student placement in appropriate vocational classes.

Coordination

1. Monitor student progress and provide information to other special education teachers on student needs for remediation within OPT classrooms - e.g., additional time on measurement.

2. Maintain IEP and Career Files.

Parallel Teaching

1. Provide appropriate curriculum modifications to assist students in achieving success in vocational classes, e.g., taped books, tests given orally, rewritten materials at lower reading levels.

2. Work in cooperation with other special education teachers toward remediation of reported problems in vocational classes by either student or teacher.

3. Assist vocational teachers in providing appropriate program modifications within the vocational programs.

EXHIBIT 46, contd.

4. Provide additional time and assistance along with other special education teachers to students needing remediation to complete work or practice skills needed in vocational classes.
5. Teach study skills appropriate to vocational education classes within the special education classroom, e.g., listening, note taking.

Team Teaching

1. Team teach with vocational education teachers in their classrooms when appropriate.

EXHIBIT 47

Application for ESD 121 Pierce County
Vocational/Special Education Cooperative
Internships with Industry Program

Name: Osborne Bruce Gary

Address: 10315 94th Ave. East Puyallup, WA 98373

Phone: (206) 845-4296 (206) 841-8717 **Ext.**247 **School Dist.** Puyallup #3

Certificate type and number Standard K-12, 12960C **Program Area** Home and Family Life: Commercial Foods

Proposed internship site:

Food service areas of The Sheraton Hotel

Nature of business or industry:

Large, first-class hotel

Internship supervisor at internship site:

Audrey McCombs

Proposed internship dates:

March 29 to April 4, 1986

Do you intend to complete internship on personal or school time: Please check:

X **Personal time**
___ **School time**
___ **Combination**

Total no. of personal days 5
Total no. of school days ___

TOTAL 5

Contact Hrs. 6 hrs. x total no. of days: 30

State major purpose(s) of internship: Vivian Harris and I wish to be able to do this experience as a team.

1. We would look at current operations in the food service industry.

EXHIBIT 47, contd.

2. We would touch base with current industry techniques and practices.
3. We would view the industry as an "employee" rather than as a "teacher".
4. We would observe and experience employers' expectations of employees performance.
5. We would observe and implement changes in our program to comply with industry practices.
6. We would observe and evaluate where the special education student fits into the hospitality industry's various kinds of jobs.

State major competencies to be developed as result of internship:

1. We will update our own skills.
2. We will establish program resource contacts.
3. We will build a firmer network with the food service industry.
4. We will obtain experience observing, participating and evaluating the tasks required on a variety of job stations (e.g., dishwashing, salad station, sandwich station, banquet service, luncheon cook, dining room service, etc.).

Benefit of internship to classroom or laboratory instruction:

1. We will utilize the experience to evaluate our own practices and make realistic adjustments.
2. The network link will help students to view the classroom instruction as real.
3. We will add to our own skills and perceptions.
4. We will evaluate the equipment and tools currently in use as a means to plan our replacements and updating.

Benefit of internship to special education students participating in your program:

1. We will observe how the special education student will fit into the food/hospitality service industry.
2. We will identify the work stations that are suitable for the skills of the special education student.
3. We will observe the specific tasks in detail to fine-tune the performance tasks required to complete the job.

EXHIBIT 47, contd.

4. We will define and include a clearer specific task sequencing in our training program.

5. We will monitor for areas of potential problems, especially in human relationship skills and employer/employee expectations of the job.

6. We will include in the curriculum those areas of special emphasis that are relevant to the job stations available.

Describe how internship will impact on curriculum of your program or classes:

1. We will validate our instruction and synchronize our lessons with the needs and expectations of the food service/hospitality industry.

2. We will begin to make adjustments within our units of instruction to accommodate the needs of the special education students.

3. We will adjust our instruction to follow current trends.

4. We will add "power and clout" to our basic units of instruction by having these areas cooperatively defined with industry.

Permission is granted to Vivian Harris and Bruce Osborne **to work in the** Wintergarden Restaurant & Main Kitchen **department of** Sheraton Tacoma Hotel **for five days as listed** 3/29 - 4/6 **to fulfill requirements of an Internship With Industry sponsored by the ESD 121 Pierce County Vocational/Special Education Cooperative.**

	Audrey McCombs
Signature of Supervisor	Supervisor's Name - Please Print
1320 Broadway Plaza	Tacoma, WA 98402
Mailing Address of Firm	City, State and Zip Code

I hereby certify that the above information on this application is correct to the best of my knowledge. I also understand that the purpose of this internship is to improve the overall quality of the educational program in which I am engaged.

Signature of Applicant	Date
Signature of Local District Administrator Vocational Education or Special Education	Date
Signature of Principal	Date

EXHIBIT 48

INSTRUCTIONAL SETTING

H C SC RR HH CDS PT OT OPT

BETHEL SCHOOL DISTRICT NO. 403
INDIVIDUALIZED EDUCATION PROGRAM — IEP

Date ____
Review Date ____
Reassessment Date ____
Initiate Services ____
Anticipated Duration ____

NAME ____ DOB ____ AGE ____ SCHOOL ____

ADDRESS ____ PHONE ____ GRADE ____ HOME/STUDENT LANGUAGE ____

SUMMARY OF PRESENT LEVEL OF PERFORMANCE

Academic (Reading, Math, Written Language) ____

Speech/Language ____

Psychomotor (Auditory, Visual Perception, Fine/Gross Motor) ____

Other ____

Self-Help (Functional/Independent Skills) ____

Prevocational & Vocational (Self-Awareness, Exploratory, Work Experience) ____

Social/Adaptation ____

Health-Physical Diagnosis ____

PRIORITIZED ANNUAL GOALS

Student will show improvement in

A ____
B ____
C ____
D ____
E ____
F ____
G ____

LRE JUSTIFICATIONS

PARENT CONTACT FOR IEP

(DATE) (METHOD)

EDUCATIONAL PLACEMENT

Special Educ ____ Min/Wk
General Educ ____ Min/Wk
Physical Educ ____ Min/Wk
(Reg/Spec)
(Requirement Comp Yes No)

OPTIONS CONSIDERED OR REJECTED

OTHER FACTORS RELEVANT TO DECISION

RELATED SERVICES

CDS ____ Min/Wk
OT ____ Min/Wk
PT ____ Min/Wk
COUNSELING ____ Min/Wk
ESY ____
OTHER ____

GRADUATION STANDARDS

Regular Standards
Differential Standards

ALTERNATIVE MODES

Oral Braille
Simulate More Time

APPROVAL My signature indicates that I consent to the IEP and placement, and that my right have been explained

Parent Date Student Date

District Rep Date Spec/Reg Teacher Date

Specialist Date Other Date

EXHIBIT 48, contd.

INDIVIDUALIZED EDUCATION PROGRAM—PART II

NAME ______________________ BIRTHDATE ______________

INSTRUCTIONAL SETTING ______________________ DATE ______________

Short Term Objectives	Person(s) Responsible For Implementation	Methods, Materials and Activities (optional; program use)	Evaluation Criteria
By ____________, the student will demonstrate an increased competency in: ____________			Achieved ________ Not Achieved ________ **METHODS OF EVAULATION** ☐ Observer ☐ Teacher Made Test ☐ Inst. Judgment ☐ Formal Test ☐ Other ________
By ____________, the student will demonstrate an increased competency in: ____________			Achieved ________ Not Achieved ________ **METHODS OF EVAULATION** ☐ Observer ☐ Teacher Made Test ☐ Inst. Judgment ☐ Formal Test ☐ Other ________
By ____________, the student will demonstrate an increased competency in: ____________			Achieved ________ Not Achieved ________ **METHODS OF EVAULATION** ☐ Observer ☐ Teacher Made Test ☐ Inst. Judgment ☐ Formal Test ☐ Other ________
By ____________, the student will demonstrate an increased competency in: ____________			Achieved ________ Not Achieved ________ **METHODS OF EVAULATION** ☐ Observer ☐ Teacher Made Test ☐ Inst. Judgment ☐ Formal Test ☐ Other ________
By ____________, the student will demonstrate an increased competency in: ____________			Achieved ________ Not Achieved ________ **METHODS OF EVAULATION** ☐ Observer ☐ Teacher Made Test ☐ Inst. Judgment ☐ Formal Test ☐ Other ________

016-8/83-30 This is not a contract for services

Parent Initial ________ Teacher Initial ________

Admin. Initial ________ Date ________

EXHIBIT 48, contd.

SUMMARY OF SAFEGUARDS AND DUE PROCESS

The following is a summary of your rights [illegible]. The intent of these laws and regulations is to insure that you are fully informed concerning decisions about your child [illegible] complete explanation of state regulations regarding education of students in need of special services. Please contact the [illegible] if you have questions.

1. **Right to consent or refuse to consent to initial assessment**
The school district must obtain your written permission prior to initially assessing your child for possible special educational services. The district must inform you of proposed tests and/or procedures including [illegible]. You also have the right to request that these tests and procedures be explained to you. More than one test or procedure must be used in determining the appropriate educational program for your child. In addition, your child must be reassessed at least once every three years, or more frequently if conditions warrant it or if so requested.

2. **Right to obtain an independent assessment**
If you do not feel the school's assessment is fair or accurate, you may request an independent educational assessment from an agency or professional outside the school at public expense. However, the school may request a hearing if its assessment is challenged. If the hearing officer rules in favor of the school, you still have the right to obtain an independent assessment at your own expense. You have the right to introduce the results of an independently obtained assessment for consideration by the district in determining your child's school program or at a hearing.

3. **Right to consent or refuse to consent to initial placement**
The school district must obtain your written permission prior to initially placing your child in special education. The district must maintain a variety of program settings which allow your child to be placed in the regular school program with nonhandicapped students to the maximum extent appropriate for his/her educational needs.

4. **Right to receive prior written notice.**
The school district must give you written notice prior to any proposed/refused change in your child's identification, assessment or provision of special education or related services. The notice must include the following information:
- a full explanation of your procedural safeguards;
- the action the district is proposing or refusing to take;
- a description of each test or report the district used as a basis for the proposal or refusal; and
- options the district considered as alternatives to proposed actions and why those options were rejected;
- a description of other factors relevant to the district's proposal or refusal.

5. **Right to review school records.**
You, or your representative, have the right to see, examine and have explained all school records related to your child. If you feel certain records are inaccurate or misleading, you have the right to ask that they be changed or removed from your child's file.
Written parental consent must be obtained before personally identifiable information is (a) given to anyone other than educational personnel, or (b) used for any purpose other than that for which it was collected. The district must notify you when either condition (a) or (b) occurs.

6. **Right to request an impartial due process hearing.**
If you do not agree with the school's actions at any point concerning the identification, assessment or placement of your child, you have the right to request an impartial due process hearing.
If you request a hearing:
a. you must notify the district in writing of the complaint in general or specific terms;
b. the hearing will be conducted by an impartial hearing officer selected by the district who is neither employed by the district nor having interest in the outcome of the hearing;
c. you may file an objection to the selected hearing officer if you feel the officer may be biased;
d. the hearing will be conducted at the expense of the district;
e. you may be accompanied by an attorney and/or other persons at your expense during the hearing; however, the district must inform you of any free or low cost legal or other relevant services available so that you may be represented at the hearing by trained counsel, if you so desire;
f. during a hearing you will have the right to present evidence and to confront, cross-examine and compel the attendance of witnesses;
g. you have the right to open the hearing to the public;
h. you have the right to prohibit the introduction at the hearing of any evidence that has not been disclosed at least 5 days before the hearing;
i. you have the right to obtain a written verbatim record of the hearing;
j. you have the right to obtain written findings of facts, conclusions, and judgements;
k. your child may be present at the hearing if you desire;
l. your child will remain in his/her current educational placement during the pendancy of any administrative or judicial proceedings or if applying for initial admission to public school, the child will be placed in school with your consent except if the child's conduct constitutes imminent danger to the health and safety of the child and others;
m. a final decision must be reached no later than 45 days after the date of receipt of request for a hearing and you may request a record of the hearing;
n. any party aggrieved by the findings and decision in a hearing may appeal to the Superintendent of Public Instruction no later than 30 days after the date upon which the decision was provided to the appealing party.

7. **Right to attend a meeting with school officials to develop and review annually an individual education program (IEP) and placement for your child**

You have the right to attend a meeting with school staff to develop or review your child's individual educational program (IEP) and school placement. The school district must notify you of the IEP meeting early enough for you to attend and schedule the meeting at a mutually agreed upon time and place. The notice of the IEP meeting must include the purpose, time, location, and participants. If you cannot attend the IEP meeting, the district must use other methods to assure your participation, such as conference telephone calls. The meeting may be conducted without your attendance, but the district must keep a record of its attempts to arrange a mutually agreed upon time and place.

The IEP meeting must include the following participants:
1. someone from the school district other than your child's teacher who is qualified to provide or supervise special education programs;
2. your child's regular classroom teacher or special education teacher or therapist;
3. one or both parents (in the case of a nonadult student);
4. the student, if he or she is an adult student (and the nonadult student, if appropriate);
5. a member of your child's assessment team; and
6. other individuals at the discretion of the district, the parent, or the adult student.

The district must take whatever steps are necessary to assure that you understand the proceedings at the IEP meeting. This may include an interpreter for parents (or adult students) who are deaf or whose native language is not English.

Each IEP must include:
1. your child's present levels of educational performance;
2. annual goals and short term instructional objectives;
3. specific special education and related services and the extent to which your child will participate both in the regular and special education programs;
4. projected dates for beginning the services and anticipated duration of the services;
5. appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term objectives are being met.

The district must provide you with a copy of the IEP. These rules and regulations do not promise or guarantee that your child will meet the annual goals and short-term objectives.

The district must hold IEP meetings at least once a year to review and revise as necessary your child's IEP and/or special education placement.

NOTE: Consent for initial assessment and placement is voluntary and may be withdrawn by parent or adult student at any time.

EXHIBIT 49

Constitution and Bylaws
# of the
Educational Service District 121
Pierce County Vocational/Special Education Cooperative

Constitution

Article I

Section 1. NAME. The name of this organization shall be the Educational Service District 121 Pierce County Vocational/Special Education Cooperative, also herein called the Cooperative.

Section 2. PURPOSE. The purpose of this Cooperative is to improve the delivery of comprehensive career development and vocational education services to all school age handicapped students so that an increased number of handicapped students obtain job entry skills in broad or specific occupational clusters.

Section 3. DEFINITIONS. HANDICAPPED STUDENT shall be defined as a school age person who has been determined to be eligible to receive and in need of special educational and related services pursuant to criteria for one or more of the disabilities defined in WAC 392-171.

OPERATING YEAR shall be defined as September 1st of a given year to August 31st of the following year.

Article II

Section 1. QUALIFICATION OF MEMBERS. Any public school district, training and/or educational agency in Pierce County, Washington may become an Active or Associate Member of this Cooperative by meeting eligibility requirements and paying such membership fees prescribed in the Bylaws, Articles I and II.

Section 2. NONDISCRIMINATION. No person(s) shall on the grounds of race, creed, color, national origin, handicapping condition, sex or marital status be excluded from participation in or be denied the benefit of or otherwise be subjected to discrimination with regard to any activity pursuant to the agreement of the Educational Service District 121 Pierce County Vocational/Special Education Cooperative.

Section 3. RENEWAL OF MEMBERSHIP. Each local Education Agency, henceforth also called LEA will renew its Active membership in the Cooperative with the Educational Service District 121 henceforth also called the ESD 121, annually. The ESD 121 and the Cooperative Executive Committee will be notified in writing of any LEA decision to terminate membership at least ninety days prior to August 31 of each operating year. The ESD 121 will give written notice to each LEA and the Cooperative Executive Committee of its election to terminate participation at least ninety (90) days prior to August 31 of each operating year.

EXHIBIT 49, contd.

Article III

Section 1. LOCAL EDUCATION AGENCY. The LEA shall pay its proportionate share for the basic program cost as set by the Advisory Committee of the Cooperative. Basic programs, for the purposes of this Cooperative, mean the total services provided by the ESD 121 pursuant to the Interlocal Cooperative Agreement Educational Service District 121 Vocational/Special Education Cooperative and all costs associated therewith.

Section 2. EDUCATIONAL SERVICE DISTRICT 121. The Coordination, administration and management of the Cooperative shall be by the ESD 121 for each operating year entered into under the Interlocal Cooperative Agreement. The expenditure of LEA funds shall be the responsibility of the ESD 121. All services provided by the ESD 121 shall be performed in accordance with policies adopted by the ESD 121 Board of Directors including but not limited to those identified in the Cooperative Bylaws, Article IV.

Section 3. ADVISORY COMMITTEE. The authority of the Cooperative shall be vested in an Advisory Committee to consist of annually appointed representatives from each Active Member LEA and one Pierce County LEA Superintendent. The ESD 121 Superintendent and/or designee, the Cooperative Program Manager, a representative from Washington parents Advocating for Vocational Education (P.A.V.E.), and others as identified shall be ex officio members of the Advisory Committee. The representatives are appointed and shall perform duties identified in the Cooperative bylaws, Article V, Section 2.

Section 4. EXECUTIVE COMMITTEE. An Executive Committee shall be elected annually in accordance with the Bylaws, Article V, Section 3. The ESD 121 Superintendent and/or designee and the Cooperative Program Manager shall be ex officio members. The duties of the Executive Committee shall be to carry-out responsibilities as identified but not limited to those specified in the Bylaws, Article V, Section 3.

Article IV

Section 1. MEETINGS. The Advisory and Executive Committees shall meet in accordance with the Cooperative Bylaws, Article VI.

Section 2. MEETING NOTICE AND MINUTES. The Co-Chairperson(s) shall cause written and/or verbal meeting notice and recorded minutes delivered in accordance with Cooperative Bylaws, Article VI.

Section 3. ANNUAL BUSINESS MEETING. The March meeting of the Advisory Committee for each operating year shall be the annual business meeting.

Section 4. TRANSACTION OF BUSINESS. A quorum, as defined in the Cooperative Bylaws, Article VIII, shall be required to transact any business at all regular and special meetings of the Cooperative Advisory and Executive Committees and in emergency polls conducted by the Co-Chairpersons. Rules of order may be adopted and amended for the orderly transaction of business according to the Cooperative Bylaws, Article VII, Section 2.

EXHIBIT 49, contd.

Article V

Section 1. AMENDMENTS. This Constitution of the ESD 121 Pierce County Vocational/Special Education Cooperative may be amended by a two-thirds favorable vote of all Active Members of the Cooperative Advisory Committee provided that the proposed amendment(s) was/were submitted in writing to all membership at least fifteen calendar days before the next regularly scheduled meeting at which time a vote will be taken.

Section 2. ADOPTION. This Constitution shall be considered adopted if it is approved by two-thirds favorable vote of all Active members of the Cooperative Advisory Committee.

Bylaws

Article I: Membership

Section 1. MEMBERSHIP CLASSES: Membership in the Cooperative shall consist of the following classes: Active, Associate, and ex officio Membership.

Section 2. ELIGIBILITY. The following conditions shall govern eligibility for membership under the above classifications:

A. Active Membership is available to any public school district in Pierce County, Washington upon the signing of an Interlocal Agreement with the Educational Service District 121, and the payment of such membership fees as are described below in Article II of the Bylaws. Active membership permits representation and voting rights on the Cooperative Advisory Committee as described below in Article III of the Bylaws.

B. Associate Membership is available to private schools, agencies and area Vocational-Technical Institutes in Pierce County, Washington who meet the following criteria:

1. Their primary purpose is education and training.
2. The signing of an agreement with ESD 121.
3. The payment of such membership fees as described below in Article II, Section 3,B. of the Bylaws.
4. The majority approval of all membership of the Cooperative Advisory Committee.

Associate Membership does not permit voting representation on the Cooperative Advisory Committee.

EXHIBIT 49, contd.

C. ex officio Membership is accorded those individuals identified in the Constitution, Article III, Section 3. and any others receiving a majority vote of all membership of the Cooperative Advisory Committee.

Article II: Membership Fees

Section 1. ANNUAL AMOUNT. The yearly membership fee shall be recommended by the Cooperative Advisory Committee and will be based on a staff ratio as described below in Section 3 of this Article. This fee and minimum charge will be determined by a two-thirds favorable vote cast by all membership at each annual march business meeting. The date specifications (March) of this Bylaw may be suspended. Any fees and/or minimum charges resulting from suspension of the Bylaw will be determined by:

a. A two-thirds favorable vote cast by all membership at the bi-monthly meeting

b. A meeting called by the Co-Chairpersons or through a petition of thirty percent of the membership

c. or a poll conducted by the Co-Chairpersons.

Section 3. MEMBERSHIP CLASS SERVICE FEE. The following conditions shall govern the various classes of service fees:

a. The Active Service Fee for LEA's shall be an amount based on a fee per teacher defined as follows: certificated vocational education teachers, as specified by the Advisory Council.

b. Associate members may participate in the Cooperative by two-thirds majority of the Cooperative Advisory Committee.

c. ex officio members may participate at no cost in the Cooperative.

Section 4. RENEWAL OF ACTIVE MEMBERSHIP. Active Membership is subject to automatic annual renewal unless the LEA and/or ESD wish to terminate or change participation in the Cooperative. LEAs are required to give written notice of their intent to terminate Active Membership by the annual March business meeting.

Section 5. CONTRACTS. ESD 121 will disseminate contracts to the LEAs by April 5th for the next operating year. The Local Education Agency will return signed contracts to the Educational Service District by May 1st.

EXHIBIT 49, contd.

Article III: Duties of the Local Education Agency

Each LEA shall pay its proportionate share of the basic program costs as set by the Cooperative Advisory Committee. The expenditure of these funds shall be the responsibility of the ESD 121 as per the recommendations of the Cooperative Advisory Council. Basic programs, for the purpose of this Article, mean the total services provided by the ESD 121 pursuant to the contractual agreement, Constitution and Bylaws of the ESD 121 Pierce Vocational/Special Education Cooperative and all budgeted costs associated therewith.

Article IV: Duties of the Educational Service District 121

ESD 121 will perform the following functions and duties within the budgeted funds made available by the LEAs for the purpose of the ESD 121 Pierce County Vocational/Special Education Cooperative.

1. Budget and expend funds made available by the LEAs for the purpose of supporting and maintaining Cooperative services for each operating year as recommended by the Advisory Committee.

2. ESD 121 will be responsible for the expenditure of all Cooperative funds in accordance with state and federal rules and regulations.

3. Employ, compensate and provide the technical personnel to operate the ESD 121 Pierce County Vocational/Special Education Cooperative. All persons employed by the ESD 121 for the purpose of staffing this Cooperative shall be employed under the direction of, and bound by, the personnel policies as previously or hereafter adopted by the ESD 121 Board of Directors. Any liability resulting from the acts of ESD 121 employees or other ESD staff members related to the operation of the Cooperative shall be borne by the ESD 121.

4. Coordinate the purchase of materials for the Cooperative.

5. Provide the necessary administrative services for the efficient operation of the Cooperative on a cost basis. Such services shall include but not be limited to supervision, accounting services, payroll, and other fiscal requirements.

6. Arrange for the space to house the Cooperative's materials and personnel.

7. Inform the Cooperative's Co-Chairpersons of any alleged liability and/or complaints received by the ESD 121 resulting from any Cooperative activities, ESD 121 personnel associated with the Cooperative or other personnel associated with the Cooperative within three calendar days of receiving

EXHIBIT 49, contd.

knowledge of the alleged liability and/or complaint. Each local Education Agency, with respect to specific district concerns, is responsible to process those complaints and/or concerns within the interdistrict line of command.

Article V: Administrative Unit

Section 1. ESD 121. The coordination, administration and management of the Cooperative shall be by the ESD 121 and shall be performed in accordance with policies adopted by the ESD 121 Board of Directors and Article IV of the Cooperative Bylaws.

Section 2. ADVISORY COMMITTEE. There shall be an Advisory Committee which shall consist of two representatives for each LEA: one from vocational education and one from special education. It shall be the responsibility of each LEA to appoint these representatives prior to the September meeting of each operating year. One Superintendent representative will be appointed by the Pierce County Superintendent's Association. It will be the responsibility of that Association to appoint that representative prior to the Cooperative's September meeting of each operating year. The ESD 121 Superintendent or designee, the Cooperative program Manager and a representative from Washington Parents Advocating for Vocational Education (P.A.V.E.) will be _ex officio_ members of this Committee. Responsibilities of the Advisory Committee shall include but not be limited to the following:

1. Recommend and establish through a two-thirds majority vote of all membership, the level of yearly LEA membership fees required to operate the Cooperative. This will be accomplished at the annual March business meeting.

2. Approve the types of memberships available to LEAs and other agencies.

3. Approve Associate and _ex officio_ membership applications.

4. Approve amendments to the Bylaws and/or the Constitution.

5. Review and revise the goals and objectives of the Cooperative as needed and apprise the Cooperative staff of current needs.

6. Approve the annual plan of activities developed by the ESD 121 Pierce County Vocational/Special Education Cooperative staff in conjunction with Cooperative membership.

7. Establish and approve policy decisions regarding the operation of the Cooperative.

8. Establish, in Co-operation with the Cooperative staff, evaluation procedures for goals, objectives and activities.

EXHIBIT 49, contd.

9. Present an annual report to each respective LEA and the ESD 121 regarding the annual evaluation of Cooperative goals, objectives and activities.

10. Screen and recommend for employment professional staff with the approval of the ESD 121 Board of directors.

11. Develop, adopt and/or amend the Cooperative Constitution, Bylaws and rules of governance in accordance with pertinent current and future ESD 121 Guidelines for Cooperatives and state and federal laws and regulations.

12. Review monthly progress reports submitted by the Cooperative Staff.

13. Review and recommend Cooperative expenditures and budget modifications at regular meetings.

14. Annually elect Co-Chairpersons.

15. Annually determine the formula used to assess membership fees and establish LEA reporting deadline(s) for that formula.

16. Recommend job responsibilities of the Cooperative Staff.

Section 3. EXECUTIVE COMMITTEE. An Executive Committee of eight individuals not including *ex officio* members, will be formed and consist of four representatives from Vocational Education and four representatives from Special Education. The ESD 121 Superintendent and/or designee and the Cooperative Program Manager will be *ex officio* members. Members of the Executive Committee will also be members of the Advisory Committee and include (a) the Co-Chairpersons of the Cooperative and (b) other representatives members of Active Member LEAs as to meet the eight member requirement. Vocational Education representatives will be identified by the Pierce County Vocational Directors Association and special Education representatives will be identified by the Pierce County Special Education Administrator. The Executive Committee members will be identified prior to the September meeting of each operating year. The Executive Committee will meet:

a. on a monthly basis during the operating year;

b. a minimum of once prior to the September Advisory Committee meeting of all membership of the Cooperative;

c. at the call of the Co-Chairpersons; or

d. upon the petition of two members thereof.

Five members shall constitute a quorum for the transaction of all business of the Executive Committee whose responsibilities shall include but not be limited to the following.

EXHIBIT 49, contd.

a. Transact routine business of the Cooperative between meetings of the Advisory Committee.

b. Transact emergency business between meetings of the Advisory Committee.

c. Report any transactions of business to the Advisory Committee at the following Advisory Committee meeting.

d. Implement direction(s) provided by the Advisory Committee.

e. Abide by constitutional rulings and membership action.

f. Monitor goals, objectives and activities of the Cooperative and Cooperative Staff and assist with the evaluation process measuring the extent to which the Cooperative has accomplished its annual and long range goals and objectives.

g. Administer policy and Bylaws as approved by the Advisory Committee.

h. Review and recommend Cooperative budget expenditures and/or modifications to the Advisory Committee.

i. Attend monthly Executive Committee meetings.

j. Review monthly progress reports submitted by Cooperative Staff.

k. Assist in screening new Cooperative Staff and recommend for hiring to the Advisory Committee and ESD 121.

l. Review and recommend the single-item expenditures of Cooperative funds which exceed $300.00.

m. Recommend Co-Chairpersons from Executive Committee membership for each operating year for Advisory Committee election.

n. Record and distribute minutes of all Executive Committee meetings to all membership.

Section 4. CO-CHAIRPERSONS. Co-Chairpersons shall be recommended for election by the Advisory Committee from within the representation of and by the Executive Committee on an annual basis. These recommendations are to be made at the September Advisory Committee meeting.

The Co-Chairpersons are called the Officers of the Advisory Committee and one shall represent Vocational Education and one shall represent Special Education. Responsibilities of the Co-Chairpersons shall include but not be limited to the following.

EXHIBIT 49, contd.

a. Ensure that distribution of all meeting minutes of the Cooperative Committee(s) occur in accordance with guidelines set forth in Article VI of the Bylaws.

b. Ensure notification of all Cooperative membership and Staff of meetings in accordance with Article VI of the Bylaws.

c. Conduct polls as necessary.

d. Preside at all meetings.

e. Call meetings to order at appointed times.

f. Preserve order and decorum at all meetings of Cooperative Committees.

g. Decide all questions of order at meetings of Cooperative Committees.

h. Authenticate with signature, when necessary, all acts, orders, and proceedings of the membership.

i. Vote on all questions put before the membership.

j. Attend all Advisory and Executive Committee meetings.

k. Generally represent and stand for the Cooperative, following its commands and directives.

l. Receive notification of and act on the knowledge of any liabilities and/or complaints regarding the actions of the Cooperative and/or Staff communicated by other members and/or the ESD 121 as set forth in Article IV, Number 7 of the Bylaws.

Section 5. COOPERATIVE STAFF. The Cooperative staff follow all policies and procedures of the governing agency. Responsibilities of the Cooperative Staff will include but not be limited to the following:

a. Develop an annual plan of activities for approval by the Cooperative Advisory Committee by the September meeting of each operating year.

b. Submit monthly progress reports for review by the Advisory and Executive Committees.

c. Submit monthly budget and expenditure reports for review by the Advisory and Executive Committees.

EXHIBIT 49, contd.

d. Purchase office maintenance supplies and Cooperative materials and equipment under $300.00 with prior approval.

e. Assist in the identification and evaluation of performance criteria for job duties of Cooperative Staff position(s) as approved by the Advisory Committee and ESD 121.

f. Cooperative development with the Advisory Committee of evaluation procedures for goals, objectives and activities of the Cooperative.

g. Submit written quarterly information updates to all participating LEAs in the Cooperative.

h. Work closely with each LEA and the appropriate chain of command.

Article VI: Meetings

Section 1. REGULAR. Regular bi-monthly meetings of the membership shall be held at such times and places as approved by the Advisory Committee. A calendar of bi-monthly meetings will be established at the September meeting of each operating year and be distributed in writing to all membership within thirty calendar days after that meeting. The Executive Committee will meet on a monthly basis. A calendar of monthly Executive Committee meetings will be established prior to the September meeting of each operating year and will be distributed in writing to all membership at the September meeting of each operating year. Advisory and Executive Committee meetings are open.

Section 2. SPECIAL. The advisory and/or Executive committee(s) shall meet at the call of the Co-Chairpersons or through a petition of thirty percent of the Active membership.

Section 3. TELEPHONE POLL. The Co-Chairpersons will conduct telephone polls a needed. In the event one or both representatives to the Cooperative Advisory Committee are unavailable to participate in a telephone poll, the LEA Superintendent will be contacted for the LEA vote, which will count as one vote. In the event the Superintendent is unavailable, the LEA will be counted as absent from the vote. A quorum is needed for a telephone poll.

Section 4. NOTIFICATION OF REGULAR MEETINGS. The Co-Chairperson(s) shall cause written notice of bi-monthly meetings to be sent to the representatives of each participating district at least fifteen calendar days prior to the date of the meeting. Written notices shall set forth the time, place and purpose of the meeting and contain the full text of proposed resolutions, bylaws and/or constitutional amendments to be proposed at a regular meeting.

Section 5. NOTIFICATION OF SPECIAL MEETINGS. The Co-Chairperson(s) shall cause verbal notice of special meetings for representatives at least one calendar day prior to the date of the meeting. Verbal notices shall set forth the time, place and purpose of the special meeting.

Section 6. MINUTES. Minutes will be taken at all meetings of the Cooperative, including special and standing committee meetings. Minutes will be distributed to all membership prior to the next regularly scheduled meeting.

Section 7. VOTING RIGHTS. Each Advisory Committee representative from an Active Member LEA shall have one vote in membership meetings, polls, and any elections. Only Advisory Committee representatives of Active member LEAs shall be entitled to vote and hold office in the Cooperative.

Section 8. ANNUAL BUSINESS MEETING. The March meeting of each operating year of the Advisory Committee shall be considered the annual business meeting. Standard items of business shall include but not be limited to the following:

a. proposed amendments to the Constitution and Bylaws;

b. approval of requests for Associate Membership class;

c. presentation by each LEA of the information approved by the Advisory Committee to be used to compute the membership fees;

d. review of Cooperative Staff location.

Article VII: Rules

Section 1. RULES. The rules contained in Robert's Rules of Order (revised) shall govern the Cooperative in all cases to which they are applicable, and in which they are not inconsistent with the Cooperative's Constitution, Article V or the Bylaws, Article X.

Section 2. RULES OF ORDER. Rules of Order may be proposed for the orderly transaction of the business meetings of the Cooperative. Rules of Order will be adopted if passed by a two-thirds majority vote of the entire membership. Rules of Order may be amended by the same procedure for amending the Cooperative Constitution, Article V or the Bylaws, Article X.

Section 3. STANDING RULES. Standing rules are subject to the will of the majority of any Advisory Committee meeting of that body by a majority vote. Standing rules may not be modified at the same meeting except by a reconsideration. Standing rules may be suspended, modified or rescinded by a majority vote following a reconsideration or at future meetings without proper written notice and if there is a favorable vote of the majority of a quorum.

Section 4. CONFLICT OF RULES. No standing rule or other resolution may be adopted which conflicts with the Constitution, Bylaws or Rules of Order of the Cooperative.

EXHIBIT 49, contd.

Article VIII: Quorum

A quorum is defined as a simple majority of all Active Members for the Cooperative Advisory Committee and a simple majority of the Cooperative Executive Committee.

Section 1. DISSOLUTION/LIQUIDATION. No part of any income, revenue, and grant, of or to the Cooperative shall inure to the material or pecuniary benefit of any member, officer, or any private individual/agency (except that reasonable compensation may be paid for services rendered in connection with one or more of its purposes), and no member, officer, or private individual/agency shall be entitled to share in the distribution of any asset of the Cooperative on its dissolution or liquidation.

Section 2. WITHDRAWAL/TERMINATION. In the event of withdrawal or termination in whole or in part, ownership of all real or personal property purchased with local funds expended pursuant to the contractual agreement for the ESD 121 Pierce County Vocational/Special Education Cooperative shall remain in the Cooperative and shall be used for distribution as determined by the Advisory Committee of the Cooperative.

Section 3. COOPERATIVE MATERIALS. The materials purchased by the Cooperative shall be deposited in a location approved by the Advisory Committee.

Section 4. LEA PURCHASED/DONATED MATERIALS. The materials purchased or donated by an individual LEA will remain the property of that LEA.

Section 5. PAYMENT OF DEBTS/OBLIGATIONS. In the event of a dissolution or liquidation of the Cooperative, the assets/equity of the Cooperative will be used for the payment of any debts and obligations of the Cooperative as pertaining to state and federal law.

Article X: Amendments and Adoption

Section 1. AMENDMENTS. These Bylaws of the Constitution of the ESD 121 Pierce County Vocational/Special Education Cooperative may be amended at the annual March business meeting by a favorable two-thirds vote of all membership in the Advisory Committee. Proposed amendments shall be submitted in writing to all Advisory Committee membership fifteen calendar days prior to the next regularly scheduled meeting at which time the vote will be taken.

Section 2. ADOPTION. These Bylaws shall be considered adopted when they are approved by two-thirds of all membership of the Cooperative Advisory Committee.

PROJECT STRIVE

Location:
Morris Hills Regional District
MTD #3 Knoll Drive, Denville
Rockaway, NJ 07866
(201) 989-2700

Contact Person:
Donna Rottengen, District
Director of Student
Personnel Services
David Lenox, Director
Project STRIVE
Morris Hills Regional District
MTD #3 Knoll Drive, Denville
Rockaway, NJ 07866
(201) 989-2759

Background Information

Objectives

The objectives of Project STRIVE are as follows:

1. Improve basic skills - reading, writing, and mathematics.
2. Improve daily attendance and reduce the drop out rate.
3. Provide academic and vocational support services through supplemental and remedial assistance.
4. Assist in job placement.
5. Monitor job placement opportunities through appropriate co-op programs.
6. Foster more appropriate scheduling of sequential courses that correspond with students' aptitudes and career interests.
7. Provide an intensive individual and group counseling program for students and parents.
8. Initiate a flexible school program.
9. Provide career and vocational assessment and counseling.
10. Establish two vocational resource centers in the district.

Key Features

Multiple Utilization of Funds

The project is funded for three years with one year extension on a declining basis. The project's money purchases materials for two vocational resource centers. Monies are used for the district's flexible school program staff. Salaries for students participating in the in-house work study co-op programs are included in the funded proposal.

Comprehensive Array of Project Components

1. In each high school, a **special counselor** provides intensive counseling and follow-up for both the classified (special needs) students and their parents. The counselor administers, interprets, and assists in vocational and career assessment activities.

2. A **Vocational Resource Teacher** in each high school provides remedial and supplemental services in the mainstream vocational and technical classes. Support services are available to district students who attend the Morris County Vocational Technical school. Support services may be provided in mainstream classes or the high school's Vocational Resource Room. Instruction is on an individual or small group basis.

3. A **Vocational Resource Room** in each high school is equipped with a variety of vocationally related supplemental and remedial materials. Prevocational screening and training are provided through the Hands and Mind Tool Tech program. The VIEWS assessment and training program is used with the students who are severely retarded.

4. A **Tool Technology** course, combined with career exploration activities for classified students who have lower skill levels, is taught by the Vocational Resource Teachers in each of the two high schools.

5. A **Flex School** program provides a highly structured program of supportive services for six to twelve tenth grade high risk students. Students are in the program from late morning until 4:00-5:00 p.m. The program provides them with a second or third chance for school success.

   The goals of the **Flex School** are as follows:

   a) Provide an environment for carefully selected non-traditional learners who find it difficult to focus their attention when there are various external distractions.

   b) Improve attendance and participation in the school program.

   c) Improve participants' basic skills.

   d) Reduce the drop-out rate.

   e) Increase participants' employability by improving their work attitudes aptitudes.

6. Using the Career Wise Interest Inventory developed by National Computers and the APTICOM AP-5 developed by the Vocational Research Institute, the counselor **assesses students' vocational interests and aptitudes** to provide appropriate scheduling or career guidance.

7. The District's **Job Placement Counselor** provides placement assistance.

8. The **Co-op work study programs** provide identification, recommendation, and monitoring of students in appropriate vocational classes.

9. **On-site Co-op work stations** are utilized for students not yet ready for placement outside of school. (See Exhibit 50 for a sample job description.)

10. **Appropriate sequential scheduling of vocational courses** is meshed with students' aptitudes and career interests. Input from vocational teachers is critical to students' career success.

11. The district's **Shadow program** provides work experience in community jobs for all students.

12. **Group counseling programs** give parents of the District's classified students an opportunity to deal with a wide variety of issues.

13. **Group counseling programs for students** address issues such as developing self esteem, dealing with attendance difficulties, learning study skills, making friends, and planning their careers.

14. **Praise letters** are sent quarterly to students for academic and vocational accomplishments and improvement in attendance and behavior patterns.

15. **Basic skills** are tested yearly to monitor reading and mathematics progress.

16. **Sharing basic skill test results with vocational and academic instructional staff** helps remediate the student's basic skill deficiencies and provide appropriate instructional techniques.

17. **Academic tutoring** is given as needed for classified students.

18. **"A Teams" for academics, attendance, and or behavior problems** are formed to identify and assign students. Individual action plans are developed to assist students in dealing with difficulties. Staff monitors are assigned to each "A Team" student to follow up and report to the Child Study Team and Project personnel.

19. A **Special Education Teacher Child Study Team Consultant** assists teachers in identifying student's learning styles and planning appropriate teaching strategies.

20. **All classified students' attendance is monitored daily, monthly, and quarterly.** Parental notification is also provided daily, monthly and quarterly by the Special Counselor and Project Manager.

21. **Staff inservice training** is provided a variety of areas (e.g. assertive discipline training).

22. **Student Profiles** are given to each teacher who has a specific classified youngster in class. These profiles address basic skills aptitude, emotional, social and physical status, career interests, as well as recommended instructional strategies. (See Exhibit 51.)

23. A handbook entitled **"A Teacher and Parent Guide to Identifying and Referring a Child for Special Education Services"** was developed.

24. Project STRIVE's **Certificate of Award Program** is utilized to encourage and reward appropriate student behavior and accomplishments. The certificates earned are used to purchase items at the school stores. The Project Manager is responsible for the program.

Profile of Local Service Area

The Morris Hills Regional District, comprised of accredited Morris Knolls and Morris Hills high schools, serves one suburban school district. Students come from "blue collar" to middle and upper middle income families.

Morris Knolls High School is a comprehensive school for grades nine through twelve. Located in Morris County, Morris Knolls serves the residential communities of Denville and Rockaway Township 35 miles west of New York City. Morris Knolls High School opened in 1964 with an enrollment of less than 1,000 students. The school role has an enrollment of approximately 1700 students.

Morris Knolls offers more than one hundred and seventy academic and vocational courses at varying levels. Full year and semester length electives provide a diversity of educational opportunities for the students' academic and vocational needs. Students are grouped by ability in English, social studies, mathematics, and science.

Four work study programs provide interested students career skills, attitudes, and work habits through part time employment in local businesses and industries. College bound students and vocational students may elect to participate in Distributive Education, Cooperative Industrial Education, Cooperative Office Education, or Cooperative Home Economics Education.

Morris Hills High School is a four-year comprehensive school offering academic diversity and practical training in several career areas. Sixty two percent of the student body is enrolled in a college preparatory curriculum, twenty one percent in general business and seventeen percent in vocational technical areas.

Morris Hills, located in Rockaway, New Jersey, serves the residential communities of Rockaway Borough, Rockaway Township, and Wharton. The communities represent a cross section of suburban and "semi-urban" America. The current total enrollment in grades nine through twelve is 1102.

The New Jersey Department of Public Instruction takes an active role in meeting legal mandates. State Department policies concerning stricter attendance requirements, student mainstreaming, and inservice training have also been implemented in recent years. A state proficiency test is administered to all ninth graders, with remediation mandated in deficient academic areas.

Staff Assigned to Project

Director - 100%

The Director of Student Personnel Services oversees the Guidance Department and special projects including PROJECT STRIVE.

The director has 20 years experience in the field, and has been in his current position for three years. He has a Bachelor's degree.

Counselor -100%

The counselor has eight years experience in the field and three in his current position. He has a Bachelor's and a Master's degree.

Counselor - 100%

The counselor has been in the field nine years and in his current position two years. He has a Bachelor's degree and a Master's in education.

Vocational Support Teacher - 100%

The vocational support teacher has seven years experience in the field, and three in his current position. He has Bachelor's and Master's degrees.

Vocational Support Teacher - 100%

The vocational support teacher has five years experience in the field and three in his present position. He has Bachelor's and Master's degrees.

Flex School Teacher - 25%

The flex school teacher has nine years experience in the field and one year in his current position. He has a Bachelor's degree.

Financial Data

	1985-1986	1986-1987	1987-1988
PL 98-524 10% handicapped setaside	2,860	2,711	4,477
PL 94-142 discretionary funds	203,874	173,181	147,203
Local funds	26,503	76,098	112,638
TOTALS	$230,377	$249,279	$264,291

The total school budget for both high schools is $15 million. The school budget is approved by a public vote.

Examples of how the 10% handicapped setasides were used in 1985-1986

On-site work stations were established to provide on the job training skills and improve the job attitudes of students who are mildly to severely mentally retarded. Six students were served as part of the employment orientation and training program.

Examples of how the 10% handicapped setasides were used in 1986-1987

Inservice training was provided for vocational teachers who serve classified students in mainstream vocational, industrial arts, or economic classes. Teachers received specific direction regarding teaching strategies and use of alternate instructional materials. Approximately 105 students benefited from the program.

Examples of how the 10% handicapped setasides were used in 1987-1988

Four thousand dollars is earmarked to purchase audio and video learning packets for special needs students in vocational courses. The materials were selected by industrial arts and vocational teachers. Consultants and substitute teachers will assist industrial arts and vocational teachers to become more familiar and comfortable with alternative instructional strategies. Approximately 102 students will be affected.

Number of Special Education Students Served

Total number of special education students in grades 9-12 attending school in districts (unduplicated count)

	1985-1986	1986-1987	1987-1988
Mildly Mentally Retarded	12	9	12
Moderate/Severely Retarded	11	11	11
Learning Disabled	169	172	194
Seriously Emotionally Disturbed	38	23	22
Orthopedically Impaired	2	4	1
Visually Handicapped	1	0	0
Deaf	2	3	2
Speech or Language Impaired	1	1	0
Other Health Impaired	1	1	2
Multi-Handicapped	5	6	3
TOTAL SERVED BY THIS PROJECT	242	230	247

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986	1986-1987	1987-1988
8			
9	69	67	56
10	63	58	64
11	45	52	51
12	42	29	53
EMR & TMR	23	23	23
TOTAL	242	229	247

Estimated number of special education students served who also received assistance from ancillary agencies

Number of Students		Agency
1985-1986	1986-1987	
7	0	State/Federal Vocational Rehabilitation Program
2	2	Rehabilitation Facility/Sheltered Workshop
1	5	Social Security Administration (SSI, SSDI)
6	7	Drug Rehabilitation Programs
1	5	Division of Developmental Disabilities
33	48	Private Industrial Council's - Summer Job Program

Total number of vocational education courses offered during the 1985-86 school year to all students in Districts served by this project

	SEMESTER LENGTH	YEAR LONG
Agricultural Education	0	1
Business/Office Education	2	19
Consumer and Homemaking Education	6	6
Marketing Education	0	2
Industrial/Technology Education	5	36
Cooperative Vocational Education	0	5
Work Experience Program	0	5

All vocational education classes are competency based and career oriented. When a student enrolls in a vocational education course with math requirements, credit is earned in both math and vocational education.

Total number of vocational education courses completed by students served through this project

	1985-1986		1986-1987	
	Semester Length	Year Long	Semester Length	Year Long
Business/Office Education	21	51	16	65
Consumer and Homemaking Education	47	12	77	0
Marketing Education	0	9	0	11
Industrial/Technology Education	77	96	34	140
Cooperative Vocational Education	0	21	0	18

Meeting the Perkins Act Mandates that Apply to Special Education Students

Mandate One: Notification

The Morris Hills regional school district has a comprehensive articulation program. Articulation committees comprised of representatives from industrial arts, home economics, business, other vocational areas, and special education plan yearly to insure students are well advised about course offerings moving from eighth to ninth grade. The following is a sample list of activities:

1. The counselor meets with eighth grade students, teachers and counselors to discuss course offerings and programs.
2. Parents and students in eighth grade visit the school one evening in January, meet the vocational and academic teachers, and receive a review of course requirements and expectations. Graduation requirements, scheduling, attendance policies, and available support staff are described by school staff.
3. The high school Child Study Team (CST) meets with each of the sending district teams to help plan the most appropriate schedule for a student. (See Exhibit 52 for scheduling procedure.) A "Student Profile" is prepared for distribution to pertinent staff.
4. Eighth grade teachers of classified students visit the high schools and observe class operations.
5. Eighth graders visit the high schools in May and observe vocational classes.
6. All students receive a copy of the district's curriculum bulletin. It describes courses, programs and requirements.
7. The Individual Education Plan and Annual Review are completed by the two Child Study Teams (CST). Each has a vocational component. The CST classifies and re-classifies students based on their problems and needs. CST members include a special education counselor, social worker, learning evaluator, district psychologist, special education teachers, and other pertinent staff. Copies of the Child Study Team meetings are distributed to pertinent staff. The district psychologist is involved with the students through crisis intervention, substance abuse intervention, suicide prevention and other committees, stress management and psychometric testing. If necessary, course proficiency and intervention strategies may be modified to accommodate a specific student.

As students finish ninth grade and in succeeding years, the following activities insure that students are knowledgeable of vocational opportunities:

1. The prevocational teachers speak with the students yearly about opportunities in the vocational department.

2. The CST sends each teacher an "Input Form" asking specific questions about the students' abilities and recommendations for future vocational placement. (See Exhibit 53 for a sample form.)

3. Students are given the opportunity to visit the vocational classes on campus and tour the local County Vocational-Technical School. (See Exhibit 54 for course offerings.)

4. Parents are involved in the scheduling process and encouraged to visit classes.

5. "Shadow" experiences are arranged on a need basis. (See Exhibit 55 for shadow program description.)

6. A Counselor/CST Guide for ninth grade describes basic course criteria and prevents scheduling problems for classified students. (See Exhibit 56 for a copy of the guide.)

Activities are coordinated by the District's Director of Student Personnel Services. Tasks are implemented by PROJECT STRIVE counselors, Vocational Support Teachers and Child Study Team members.

Evaluation

1. Quarterly failure rates are reviewed, and adjustments made when appropriate.

2. Instructional monitors maintain close contact with vocational teachers to see where basic skill reinforcement may be required. (See Exhibit 57 for a description of the program.)

3. All teachers of classified students completed Teacher Input Forms in December assessing the students' appropriateness for further vocational coursework.

4. The CST conducts formal annual reviews with teachers, parents and students to assess students' career/vocational directions.

5. Students' interests and vocational aptitudes are assessed using the Career-Wise Interest Inventory, and APTICOM Interest and Aptitude printouts.

Mandate Two: Assessment

The Career-Wise assessment program is administered to all ninth graders in October and November. It includes a career inventory assessment from the Guidance Information System and a work values inventory. Results are shared with students, parents and teachers by the counselor and the Vocational Support Teacher.

The Apticom AP5 Assessment program was purchased for $6,000 using special grant money. The program is used with upperclassmen who need additional career assessment. The counselors and Vocational Support Teachers schedule students on a need basis throughout the year. The computer printed report emphasizes vocational components and relates the findings to the Dictionary of Occupational Titles. Reports are used for IEP and class scheduling purposes. The Apticom is used to accommodate perceptually impaired and emotionally disturbed students. Severely retarded students are assessed using the VIEWS work sample program.

The Vocational Support Teachers spend most of their time within the vocational classes and observe students at work throughout the year.

Various psychometric and vocational test results, and evaluations completed by the Child Study Team are considered for the final placement recommendations.

Evaluation

The following techniques are used:

1. Analysis of course failure rates,
2. Attendance of students,
3. Drop-out rate,
4. Employment Survey.

Mandate Three: Special Services

The services of the Vocational Support Teachers enables students to be mainstreamed into all vocational courses. The vocational support teachers work with the vocational teachers in the classroom to address the needs of handicapped students. Vocational Support Teachers remove selected students on a short term basis to provide individual or small group instruction in areas of difficulty. Alternate or oral testing may be conducted by these individuals.

If proficiency need adjustment, the CST, classroom teacher, and the Vocational Support Teacher will make modifications. The counselor conveys the recommended adjustments to the student and parent.

The two vocational resource rooms (one per district high school) are important components of Project STRIVE. Fifty percent of the students served by Project STRIVE have perceptual problems. Key elements of the resource room's effectiveness includes the following:

1. The resource room program focuses on assisting students with classroom reading, studying, simulated tool use, technical words tapes, and testing. (See Exhibit 58 for a more complete description.)

2. Student Schedule Sheets are used for daily planning of students' classes, assignments and progress.

3. A Student Responsibilities List describes the schools' expectations for the student, and the student's expectations for himself or herself.

4. A Behavioral Consequences Program outlines a disciplinary program and school actions. This includes a behavioral contract.

5. Various books and materials are used to meet individual needs of classified students in English, mathematics, history and science.

6. Academic and Vocational Course Proficiency Descriptions. The regular course curriculums are used except for English.

7. Specific courses are taught in the Resource Room Program:

   a) Study Skills (see Exhibit 58 for a description of the course),
   b) Prevocational Tool Technology,
   c) Life Science,
   d) Tool Technology.

8. There is extensive communication between parents and teachers. (See Exhibit 58 for a list.)

9. The Hands and Mind Instructional Program is used. (See Exhibit 59 for a description.)

The vocational resource rooms are operated in an open concept format for individual, small and large group instruction. At one high school, the teacher provides extensive vocational and academic support in the vocational resource room. Assistance is also provided in mainstream vocational classes. In the other high school, the Vocational Resource Room Teacher provides support in the regular vocational classes more than in the vocational resource room.

Up to five students per period receive instruction based on individual lesson plans in the Resource Rooms. Students are assigned by grade and spend no more than two periods per day there. Specific written curriculum and course proficiency provide class structure. The student's responsibility is emphasized during instruction in English, math, history and science.

Students who require basic skills remediation are assigned to either a Chapter I Reading class or a remedial reading program. AV simulators and mini-projects are used with individual and small group instruction. Students receive local credit for remedial classes if they pass the State High School Proficiency Test.

A need was identified two years ago to provide a prevocational course for classified students whose skills were limited. The curriculum was written by Project STRIVE personnel for the course entitled "Tool Tech." The course is taken by recommended ninth graders and taught by the Vocational Resource Teacher.

A variation, entitled "Tool Tech Introduction to Vocations" is taught to lower functioning students not ready for mainstream shop classes by the Vocational Resource Teachers. Measurement, simple hand tools, and safety procedures are emphasized. Career exploration and job keeping skills are part of the curriculum.

The District Director of Student Personnel Services supervises modifications in curriculum, course proficiency, and use of alternate materials. The functions are carried out by the Vocational Support Teachers, CST, counselors and mainstream teachers. The District's Area Vocational School Director is involved in decisions affecting proficiency and curriculum.

Evaluation

The following techniques are used:

1. Quarterly review of failure rates,
2. Review of students' improvement in basic skills,
3. Employment survey,
4. Analysis of the attendance and drop-out rate.

Mandate Four: Guidance, Counseling and Career Development

All secondary level classified students are assigned to one of two STRIVE counselors. The counselors are responsible to the District's Director of Student Personnel Services. The vocational counselor supports the Project STRIVE counselors. The STRIVE counselors are certified in Student Personnel Services in New Jersey and have previous experience with handicapped persons. The following is a list of counseling activities related to vocational and career guidance and the time periods in which they occur:

1. Scheduling of students utilizing various data described in Mandates One through Three (Winter),
2. Involvement of students in the district's "Shadow" program (ongoing),
3. Arranging visitations to various vocational classrooms (ongoing),
4. Utilization by students of computer software to help explore careers, vocational interests, and work attitudes (ongoing),
5. Utilization of the computerized Guidance Information System (ongoing),
6. Review and use of the "Career-Wise Interest Inventory" and Apticom AP-5 assessment reports (December),
7. Involvement in the IEP and Annual Review program which addresses the vocational, academic and social/emotional needs of the students (Spring of the year and ongoing),
8. Involvement in developing the "Student Profiles" (ongoing).

The District Director of Student Personnel Services is ultimately responsible for these services. The Project STRIVE Director reviews the activities carried out by the certified counselors. Assistance is given by the Job Placement Counselor, "Shadow" Counselors and Vocational Resource Teachers.

Evaluation

The following techniques are used:

1. Employment Survey,
2. Analysis of how well students develop interests and goals,
3. Number of yearly graduates from the classified population,
4. Number of students participating in "Shadow",
5. Number of students taking career directed sequential programs.

Mandate Five: Counseling for Transition

Each high school has a special education counselor who provide regular counseling, performs case management duties, and takes part in the instructional monitor program. The special education counselors ensure that five-week progress reports are completed, visit classes, and assist students having difficulty.

Services by the special education counselors designed to facilitate the transition to post-school employment and career opportunities include the following:

1. Students are referred to appropriate community and State agencies as needed.

2. The special education counselors conduct special parent meetings on transition from school to college and the world of work. Sample agendas include:

    a) Program A
    - Career planning,
    - Vo-tech and Morris Hills/Knolls vocational programs,
    - Work-Study Programs,
    - Role of the Job Placement Counselor,
    - Securing a full-time job,
    - Community agencies.

    b) Program B
    - College planning,
    - General college admissions procedures,
    - Special college programs for students with learning problems,
    - Alternative testing.

3. The special education counselors develop transition plans with students and parents addressing employment and/or future education.

4. The special education counselors coordinate with the Job Placement Counselor, regarding the jobs that students are most suited for after high school.

5. The special education counselors communicate with the District's Vocational Community Advisory Council composed of educators, government and employers. The Council meets periodically to review curriculum, organize student career days and provide information to district staff and Project STRIVE personnel.

The District Director of Student Personnel Services is ultimately responsible. The Project STRIVE Director reviews the activities carried out by the certified counselors. Assistance is provided by the Job Placement Counselor, "Shadow" Counselors, and Vocational Resource Teachers. Follow-up surveys are used to evaluate these services.

Mandate Six: Equal Access

All Morris Hill District students have equal access to vocational and co-op programs. The availability of the Vocational Resource Teachers makes mainstreaming possible. Classified students are successful when modifications in course proficiency and alternate materials are available.

All vocational classrooms are accessible for physically handicapped students. Totally blind students have enrolled in home economics courses, and physically handicapped students enrolled in other vocational classes.

The "Tool-Tech" course allows special needs students to receive prevocational training they need in order to enter regular vocational courses.

The IEP and Annual Review are used to document alternate strategies and programs.

The District Director of Student Personnel Services, Child Study Team, Vocational Director, Vocational Teachers and STRIVE support staff ensure that students have equal access to programs. Staff review attendance data, course failure rates and dropout rates to evaluate equal access opportunities.

Mandate Seven: Least Restrictive Environment

The Morris Hills District sent 17 of 210 students to out-of-district placements. Most of these students were physically, emotionally and orthopedically unable to attend a regular school setting. All other students are served through the project curriculum.

More than half of the classified students in each school are served by the Resource Room Program. The required courses (English, History, Math, and Science) are offered in lieu of the mainstream classes.

The remainder of the District's Special Education students are fully mainstreamed in vocational and academic classes.

There are 18 industrial arts, 24 business, and six home economic course offerings. In addition, our students may take one of 23 different technical/vocational course offerings. Morris Hills District include an Area Vocational Technical School. Many students are scheduled for cooperative work study programs. Vocational and academic support teachers work with the mainstream teaching staff.

The Morris Hills Regional District staff believe that all handicapped students should develop appropriate basic skill levels, learn marketable skills and develop job attitudes needed in order to succeed in today's world of work.

Morris Hill District does not accept that all students "fit into" existing district special and/or mainstreamed programs. The District does not accept a "separate and apart" philosophy as one that provides all the answers. The District believes "flexibility" offers appropriate alternatives and promotes success among today's non-traditional classified learners.

All personnel involved in the education of classified students (teachers, counselors, administrators, parents) are responsible for the education of students in the least restrictive environment. Staff monitor the extent to which this is achieved by noting course failure rates, attendance percentages, basic skills improvement, and the drop-out rate.

Mandate Eight: Vocational Education/Special Education Coordination

The following demonstrate the coordination of services between vocational education and special education and the timetable used:

1. The Vocational Support Teacher and classroom teachers interact (ongoing).

2. Vocational Teachers submit the "Teacher Input Forms" containing personal recommendations regarding students and future vocational planning (December).

3. In the initial program needs assessment, vocational teachers were members of the committee that helped to identify program priorities plans. Periodic staff surveys are used to obtain information on the present status and future needs for special services in the district. (See Exhibit 60 for an example of the needs survey and survey results.)

4. The STRIVE Director attends selected Vocational Community Advisory Council meetings (usually quarterly).

5. The Director of Student Personnel Services and Vocational Director, meet regularly with other members of the administration (monthly).

6. Inservice training enables all teachers to participate in topics related to discipline, proactive classroom management, student-team learning, cooperative learning, and student motivation (winter & summer).

7. Vocational Support Teachers attend weekly CST meetings to maintain class communication.

8. Vocational assessment information is shared with vocational staff (ongoing).

8. "Student Profiles" are distributed to each teacher who has classified students (September).

The District Director of Student Personnel Services and Project STRIVE Director, as well as the Vocational Director see that these tasks are carried out by CST, counselors, and Vocational Support personnel. They evaluate the impact of these services by noting changes in course failure rates, attendance percentage, students' basic skills levels, and the dropout rate.

Evidence of the Project's Effectiveness

Students' Performance While in School

Course Failure Rates

All grades are reviewed quarterly and at the end of the year. A computer analysis of the number of courses attempted as compared to the number of courses failed is calculated to determine course failure rate. The analysis identifies the number of failures by department. Individual student analysis is conducted to determine the reason(s) for the students' failures. Action plans are developed to remediate the individual student failures.

The 1985-86 failure rate for district schools were as follows:

1. Morris Knolls

    a) All students 6.63%,
    b) Classified 9.17%,

2. Morris Hills

    a) All students 5.22%,
    b) Classified 5.4%.

For the district as a whole the failure rate during 1985-86 for all students was 6.07%. For classified students it was 7.48%.

Attendance Rate

Monthly attendance reports identify the attendance rates of classified and non-classified students. A detailed report identifies classified students by name and specific dates of absence, and tardiness. The report identifies the reason and status of the absences. Generally, if students are absent more than two times in a month, a letter is sent to their homes, and they are seen by the counselor. Counselors make daily calls to students on the absentee list. Attendance groups, group counseling sessions and behavior modification programs are enacted.

In 1984-85 the attendance rate for classified students was 84%. For 1985-86, the attendance rate for classified students was 91.6%. For non-classified students that year it was 93.1%.

Overall School Drop-out Rate

1985-1986	1986-1987
8.44%	3.84%

The 1985-86 drop-out rate for classified students was 8.44%, compared to regular student population of dropout rate of 3.63%, a difference of 4.81%. Improvement is still needed in this area. Since 1983-84's 18+% dropout rate, significant gains have been made. The dropout rate for the district's classified students in 1986-87 was 3.84%, the same as the district's total dropout rate for that year.

Discipline Referrals

Project STRIVE staff reviewed the student disciplinary files in the summer of 1986. Results of that review indicate that there were four times as many suspensions in 1984-85 involving classified students as in 1985-86.

Graduation Status

The largest numbers of twelfth graders (85%) graduated in 1985-86. A few twelfth graders were aware at the start of the school year that they were not eligible for graduation in June of 1986. These students completed the year and returned for a fifth year of school.

Basic Skills Achievement

All students involved with Project STRIVE are pre-tested and post-tested. Assessment test results determine their progress in attaining basic reading, writing and mathematics skills.

Special Education Needs Assessment

A needs assessment was conducted in June, 1986. It addressed the components of Project STRIVE and other services provided through the Special Education Department. Over 400 responses were received from parents, faculty, administration and students. The results were extremely positive.

Post School Status of Former Students

Status	Number of Former Students	
	1985-1986	1986-1987
Competitive employment 35 hrs/wk or more	17	12
Competitive employment less that 35 hrs/wk	2	2
Enrolled in vocational technical institute	1	3
Enrolled in community/junior college (includes night school)	6	5
Unemployed	1	1
Unknown	23	10
4 year college	1	2
Adult Activities Center	2	1

Written follow-up questionnaires are mailed to students' last known addresses. Since responses are limited, follow-up phone calls and personal contacts are made. According to our project's plan, follow-up is on a six month, twelve month, eighteen month and twenty four month basis.

Additional Information

The following information was obtained by VSC staff during a site visit in the spring of 1987.

Staff Development

The Morris Hills Regional District has a comprehensive staff development program coordinated by the Special Education Teacher/Consultant. (See Exhibit 61.) The 1986-87 duties and goals include the following:

1. Assist teaching staff to improve instruction. Eighty eight percent of students passed.
2. For "at risk" students, ensure that 88% pass by June, 1987.
3. Coordinate district's staff including administrators and resource room teachers.
   a) Assess teacher needs. (See Exhibit 61 for Staff Needs Assessment Form.)
   b) Implement inservice and mini-workshop programs. (See Exhibit 62 for a sample Action Plan.) Include distribution of "Helpful Hints" training summaries to all staff.
   c) Implement conference evaluation form. Give to all attending the program.
4. Observe students and teachers.
5. Provide coaching sessions.
6. Provide learning styles information.
7. Recommend alternative instructional materials.
8. Identify "at risk" student needs (e.g., students who are severely handicapped. These needs may be short term, and require supplemental services.
9. Coordinate student, teacher, and parent conferences. Provide structure and organization including vocational education teacher meetings at both high schools.
10. Maintain student records, including end of year statistics.
11. Observe private school placements. Attend staffings and provide direction.
12. Attend designed Child Study Team meetings, including those for ninth grade and new students.

The program is funded through PL 94-142 flow through dollars and budgeted in the following manner:

1. Total for stipends or substitute teachers (40 teachers @ $40.00/day): $1,600,
2. Consultant fee: $1,500,
3. Travel: $250.00,
4. Supplies/materials, refreshments, workshop materials: $490.00.

The Staff Development Program first seeks expertise within the district for the voluntary inservice sessions. Many teachers have become trainers of other teachers. Training sessions are held during and after the school day. Staff inservice sessions have increased due to a greater emphasis on mainstreaming students.

Programs for Students Who Are Considered Mildly Mentally Handicapped or Severely Mentally Handicapped

Classes for students who are mildly handicapped and severely handicapped are operated by the Morris Hills School District. The classes are mainly self-contained. They include approximately two days per week in the specially designated industrial work area. Some students are mainstreamed into home economics, chorus, physical education, and vocational classes. A survival cooking class was provided by the home economics teacher.

The vocational component of the special education classes includes the following:

1. Contracts from area schools and industries for collating, sorting, and distributing materials,
2. Repair and building wood products,
3. Producing and selling ceramic items (e.g. for the annual Christmas boutique),
4. Producing engraved signs, badges, tags, name plates, license plate holders,
5. Operating the school store, including handling staff requisitions and student supplies,
6. Working in the school cafeteria, library, and on the janitorial crew,
7. Enrolling students in the state Youth Employment Program's Project Hire,
8. Coordinating community job placements with the school work study coordinator,

9. Holding special fund raising events to finance trips to Disneyworld and Washington, D.C.,

10. Carrying out community service projects.

Other unique features of the program include the following:

1. Instructions, including speech lessons, are taped or on video.
2. The VIEWS work sample system is used to evaluate work skills.
3. A special education Helpers Club is comprised of regular education students working as aides.
4. Student knowledge is enriched by learning about foreign countries and by learning conversational Spanish.
5. Instruction and classroom areas are arranged to emphasize a "living together" atmosphere including duties, interpersonal skills, and a reward system.
6. Sheets list students' duties and responsibilities for home and school.
7. Staff give students strong encouragement to participate in other regular high school activities (e.g., games, prom).
8. Special education students receive a high school diploma.

Work Study Program

The work study program, coordinated by four work experience coordinators, encompasses regular twelfth graders from both high schools and Project STRIVE junior and senior classified students. Coordinators' job duties are divided equally between job seeking skills instruction and job placement. Programs included in the work study component are distributive education, home economics, child care, business cooperative, industrial education, and retail cooperative. Job seeking skills are taught as part of the program. Students provide their own transportation to their school-approved jobs. Class attendance is part of the student's job contract with the employer. Staff receive extended summer contracts to meet and organize the students and establish job sites. Jobs are coordinated with the JTPA Summer Youth and co-op programs. Some summer jobs lead to year round employment. Field trips are conducted for administrative and work study staff and students to area companies, and the vocational technical school.

The employer determines mutual goals with the student and staff. This may include having a student work 10 to 30 hours per week. Students are evaluated four times per year. Job information is shared with pertinent staff and incorporated into class instruction. The school district's service area is an employee's market. It has more job vacancies, especially service job openings, than applicants. Numerous corporate headquarters are located in the area and offer placement program incentives such as job training funds, transportation for students, and job coaching. Seniors are starting work at $5.00+ per hour.

Career Days

Career Days are coordinated by the district job placement coordinator. Single focus programs (e.g., banking careers) for 60-70 students have proven successful and increased student attendance. On site field trips, tours, panel presentation, Rotary Club involvement and individual contact periods are used during career days.

Other Factors that Make Project STRIVE Effective

Administrators

1. Program evaluation was built into the project. It includes analysis of changes in students' basic skills, attendance, dropout rate, and analysis of employment records, program implementation, and consumer satisfaction.

2. Administrators use a quarterly newsletter to advise staff on transition issues, agencies to contact, and parent information.

Special Education Counselors

1. The teachers recognize the Special Education Counselors as the focal point for classified students.

2. The student profile is completed with counselor input.

3. Teachers receive minutes of child study meetings. These include recommendations and statements describing how their needs were addressed.

4. Teacher input forms and IEP information are reviewed with LD teachers and consultants.

5. The student schedule is signed by parents.

6. Special Education Counselors listen to mainstream teachers and follow through with recommendations.

7. There is strong student monitoring (i.e. attendance grades, praise letters).

8. Parent group meetings especially for families of incoming freshmen, have been excellent. Quarterly meeting for ninth graders and joint meetings for eleventh and twelfth graders have been well attended. More parent involvement at the secondary level is needed, not just at crisis times.

9. The counselors present a united front to the school administrators.

10. Meetings with referring districts include reviewing educational options, contacting key persons, conducting tours, and matching students with students from upper grades for the day.

11. Counselors are available during part of the summer.

12. Linkages are started with Project Hire, DVR and other agencies.

Flex School Staff

1. Enforcing the number one class rule: A student cannot disrupt other students.

2. Flex school staff have frequent contact with parents.

3. Administrative level personnel are involved and committed to the program.

Job Placement Staff

1. School staff are invited to employer field trips and placement staff receive job leads from other teachers.

2. Job placement staff give employers as much lead time as possible.

3. Staff call parents directly for transition meetings and encourage students to attend.

4. Alumni speak to students about their jobs and successes, future plans and expanding job choices.

5. Personal information card is carried by all students for job interviews.

Vocational Resource Teachers

1. Resource teachers are on-call to help regular teachers with testing and tutoring.

2. Having a vocational education background, including a knowledge of machines, helped the resource teachers be accepted and less threatening to vocational education teachers.

3. Don't get into vocational education turf issues. The guidance information system and hand written letters for career information have helped students learn career options.

4. Helping vocational education teachers give appropriate grades to classified students has benefited all staff.

5. Special education counselors have helped solve problems before administrators or the child study team get involved.

Auto Mechanics

1. Techniques used for special needs students include developing handouts with specific objectives and unit objectives, highlighting main points in units, coordinating this with what is on transparencies, using additional audiovisual and model demonstrations, and arranging individual contracts for special students.

2. Coordination with the resource teachers is the key to success.

3. Overlooking some of the strict academic requirements but providing alternatives to special needs students has proven successful.

4. He hopes to video tape more instruction and demonstrations and obtain computers with a printer, monitor, and voice synthesizer to help students read manuals. Related areas will be demonstrated by video and computer. They include customer relations aspects, memory skills improvement, and use of action pictures and films.

Child Care Class

1. Match special education students with other students.

2. Use alternative testing.

3. Grading includes "on the floor" performance with children as well as written tests.

Building Trades

1. Special needs students construct mobile homes as part of the Building Trades class. The field experience includes tool usage, work site behavior, self and coworker relations, and development of the feeling that "I don't want to mess up on the job". The crew is composed of high school and vocational technical school students.

2. Teachers need to project the image that carpenters, plumbers, etc. are professional careers.

Advisory Committee Member

1. The advisory committee believes in the quality of the program.

2. The committee keeps in mind long range planning.

3. School personnel are receptive to ideas from the community.

4. The committee members bring their colleagues to meetings to "get them involved". This includes providing interviewing practice for students.

5. Transition meetings help parents and students to list and discuss options after graduation, including job training and apprenticeship programs.

6. The co-op programs work together to share job leads and other information.

Child Study Team

1. Each member of the Child Study Team is a team player.

2. The team monitors the IEP process in many ways and remains child centered.

3. Professional Improvement Projects (PIP) within the district and with other districts (e.g., meeting eighth graders, scheduling, working with other district personnel) keep the team current and responsive to district needs.

Parents

1. The resource teachers are good friends to the students as well as teachers.

2. The resource teachers fight for the special needs students and help them get over the fear of new things and fear of challenges.

3. Special education counselors help students with interactions with others.

4. Group parent meetings were beneficial, especially the series of eight topics.

5. Mainstreaming students in regular class with resource teachers is the best way to go.

6. Special needs staff presented the attitude to parents of "let's find a way to solve the problem".

7. The vocational technical school provides many options for the students.

8. The transition process is geared for self sufficiency including programs such as Project Hire, job shadowing, instructions on handling checks and budgeting living expenses, and an independent living course.

9. School staff always discuss and communicate with parents. This includes an open dialog at the IEP meetings.

10. The special education counselors provide additional staff time for students and parents.

11. The Morris Hills District has excellent facilities.

12. Teachers and guidance counselors know how special needs students are doing.

13. Vocational education and other teachers show good coordination of services for special needs students.

14. Parents know what is available in course offerings and curriculums.

15. Efforts are made to keep the student in school, including pupils who have high mechanical but low academic skills.

16. School policies are used as a guide. Flexibility in coursework, diploma requirements and competency tests is crucial to students' success.

17. The school focus in on functioning ability not IQ scores.

Students

1. Students can talk to the resource teacher about anything. The resource teacher talks to other teachers. They give us a "family feeling". We are not just "another student".

2. The resource teachers help with the school workload and motivate us, not just teach us.

3. Flexible scheduling between academic classes and work schedule has been successful.

4. Teachers understand we have problems. They encourage us to complete the regular class test. If we fail, we have a second chance but not for the top class grade.

Considerations for Those Wishing to Replicate This Project

Administrative

1. Provide a minimum of six months for research and development prior to implementation.
2. Develop evaluation criteria (measurable objectives) prior to implementation. Maintain consistency during implementation.
3. Hire competent, dedicated personnel.
4. Be flexible. Develop and implement alternative strategies.

Fiscal

Monies may be awarded to the local agency through grants, etc. Funding should be related to the local agency's commitment to maintain effective program components.

Staffing

1. Applicants should have clear understanding of the role of various program components.
2. Hire staff who would not be involved with staff "turf" arguments.
3. Project staff should have a common philosophy.
4. Team spirit should be emphasized to staff.
5. Recognize staff accomplishments.
6. Progress and growth are the results of team effort.
7. Be on the look-out for staff burnout. Staff need to reduce stress that is related to job responsibilities.

Technical Assistance Available

Phone inquiries may be made at any time. They will receive a timely response. Mail inquiries may be made at any time. They will receive a timely response. Site visits per district policy and approval of Morris Hills District Chief School Administrator may be made. Visits to Morris Hills District are welcomed at any time. Contact the Project Manager, Director of Special Services, or Chief School Administrator.

Financial arrangements for technical assistance should be made with the Chief School Administrator and should reflect the availability of monies through the local budget and or grant monies so specified for dissemination activities.

Inquiries should state availability of local funds or grant monies for project dissemination.

Instructional/Staff Development Materials Available

Materials available include:

1. Special Services Manual,
2. Personnel Development Manual.

The manuals available on an individual basis as specified by the Board of Education and Chief School Administrator Policy. Contact the Chief School Administrator for prices and ordering information.

Contact

David A. MacNicoll
Chief School Administrator
Morris Hills Regional District
48 Knoll Drive
Rockaway, NJ 07866-4088
(201) 989-2700

EXHIBIT 50

Project Strive Onsite Coop Work Stations

Position Titles

The Board of Education approved the following Project STRIVE Work Stations:

1. Audio Visual Aide Student Assistant,
2. Special Education Student Assistant,
3. Health Office Student Assistant,
4. Attendance Office Student Assistant,
5. Cafeteria Student Assistant,
6. Library Student Assistant,
7. Guidance Office Student Assistant,
8. Custodial Student Assistant.

The rate of pay for each position is $3.35 per hour. All appointments to these positions must be made according to the procedures that have been established. Students appointed to these positions are technically employees of Morris Hills Regional District and must have physical examinations and working papers. Notification of such individuals as employees should be submitted to the Superintendent immediately.

Health Office Student Assistant

Qualifications

The student must be recommended by the CST and the Project STRIVE Program Review Committee. The Individual Educational Plan must list the student's involvement in the Modified Schedule Program as an educational objective. The parent must indicate approval of the Modified Schedule via acceptance of the addendum to the IEP and signing the Parent Permission Form.

Goal

A program will be developed to meet the individual needs of the handicapped student, especially the need for real world employment experiences. It will include activities that provide an opportunity to evaluate career interests and develop appropriate employment attitudes and aptitudes.

Job Responsibilities

1. Perform housekeeping activities in the health office.

2. Assist upon request with the shelving and inventory of non-medical materials.

3. Inform Nurses of students who enter the health office and wish assistance.

4. Assist in the checking in of students to the health office.

EXHIBIT 50, contd.

5. Upon request, file non-confidential health related information.

6. Serve as a receptionist.

7. Upon request, perform any activities deemed to be appropriate by the School Nurse.

Supervision

The student will report and be supervised by the School Nurse. Time Sheets will be submitted and signed by the School Nurse. The School Nurse must also submit a Project STRIVE Evaluation Sheet to the Project Manager each month.

Salary

The salary is $3.35 per hour. Salary will be charged to the Project STRIVE Account.

EXHIBIT 51

Student Profile
Morris Hills Regional District

The information presented below is intended to provide teachers of classified students with a quick reference regarding the student's overall profile, as well as instructional strategies which may be employed in the classroom.

Student Name ______________________________

Planning Date ____ __ __________________

School ____ ________________

Counseling ____ __________________

Grade ____ ________________________________

Age ____ ______________________

Classification ____ ________________________

IQ Scores __________________________________

Reading Level ____ ________________

Math Level ____ _____________________

Program ____ ____
____ ________

Attendance
  Enrolled ___ Absent ___ Tardy ___
Discipline
  Suspension ___ Days Suspended ___
Related Services Received
  Frequency ___ Month Received ___
  Counseling
  Vocational Resource Teacher
  CIE
  Other (specify) ___________________
Class Performance
  Academic
    Subject ___ Type of Class ___
    Final Grade ___
  Vocational
    Subject ___ Type of Class ___
    Final Grade ___

Personal/Social Development ____

____

Program Considerations (if applicable) ____

____

Health and/or Physical Condition ____

Instructional Strategies

Instructional Strategies Designed to Meet the Student's Learning Style ________

____

Techniques and Activities Designed to Support the Personal and Social Development of the Student ____

Alternate Materials/Special Equipment or Alternate Instructional Consideration (if applicable) ____

EXHIBIT 52

Scheduling Procedures for Classified Students
Morris Hills Regional District

1. The resource room teachers should be given copies of the curriculum materials which are distributed to the junior high schools.

2. During scheduling time, the high school special counselor and LDT-C should meet with Special Service staff to discuss the high school program, resource rooms, and support systems.

3. The resource room teachers should be encouraged to sit in during the January meeting between the high school counselor and the sending district counselor(s) in order to keep informed of program changes, since they are so closely involved in the students' scheduling.

4. Eighth grade parent meeting for special parents should be held in January as part of the orientation program.

5. The eighth grade resource room teachers should pass the word to the sending district CST about particular student concerns, so that when the April CST joint meetings take place, information may be passed concerning particular problems or issues.

6. The junior high CST's should to conduct Annuals after high school and eighth grade teams have met and conferred.

7. If parents disagreed on the direction of the IEP, the parent would be encouraged to meet with the high school CST.

8. In February, the junior high school classified student should prepare a schedule which includes recommended resource room courses, based upon the resource room teachers' awareness of the student and high school curriculum. The resource room teachers would also be encouraged to call the Special Counselor to confer on scheduling. Please include all recommended resource room's or your students may be without a placement.

   An attachment should be placed on the student's course selection which the parent should sign. The statement should indicate that this schedule is tentative and subject to adjustment by the CST in April, when the student's records and program are reviewed by the high school and junior high CST's and by the parent at the annual review conference.

9. The final step in the process should be a September meeting where the junior high resource room teachers would have an opportunity to personally meet with high school resource room teacher(s) who have their students. Time should be provided to facilitate this communication and visitation.

EXHIBIT 53

IEP Teacher Input
Morris Hills Regional District

Student ______________________________ Teacher ______________________
Monitor ______________________________ Subject ______________________
Date ________________________

The Child Study Team is preparing an annual INDIVIDUAL EDUCATION PLAN for the classified student named above. As you are aware, according to PL 94-142, each teacher must have input into the plan.

Please respond and return this form to Monitor by (date) ____________________.

Donna Rottengen

****

1. Course (within your department) you recommend student take next year.

2. Student's learning strength(s)?

3. Student's learning weakness(es)?

4. Behavioral or emotional problems which need to be addressed.

5. Teaching strategies or modifications specific to this student, that have worked for you? (e.g., oral testing, items written on blackboard, or student learning teams.)

6. Your main course goals for student this year. (Include specific areas for improvement.)

EXHIBIT 54

Morris County Vo-Tech Placement

Students in the Morris Hills Regional District may be placed in selected vo-tech programs as early as the tenth grade, provided the course or program is not offered at either Morris Hills or Morris Knolls high schools. In addition, not all vo-tech courses are offered or made available to sophomores or even juniors. The Commercial Art course is generally reserved for seniors.

Many classified students are able, by the eleventh and sometimes even the tenth grade, to enter a mainstream vocational program within the district or at the Morris County Vo-Tech. These students register for these courses directly through their counselor and with the approval of the CST.

In those instances when a student is very deficient in basic skills and is unable to read the manuals and do the math required for a regular vocational program, a more hands-on approach through the Vo-Tech Special Needs program may be more appropriate.

The M.H.R.D. generally recommends only eleventh and twelfth grade students for Special Needs. By the junior year the classified student is better equipped to handle a split (half-day) program, shuttle back and forth between the schools and handle the study skills needed to be successful at the Vo-Tech. Experience has shown the district that ninth and tenth graders are most often ill equipped in prevocational skills and are very unsure of a direction. They frequently have difficulties adjusting to the shuttle bus and because of tight scheduling, are unable to take remedial as well as required courses.

Below is a list of vocational programs offered for all students at Morris Hills, Morris Knolls and Vo-Tech. Some of these courses are restricted to certain grade levels and a student and/or parent should consult the high school counselor for more specifics.

VOCATIONAL COURSE OFFERINGS 1986-87

Morris Hills	Morris Knolls	Morris City Vo/Tech	Special Needs
Auto Mechanics 1	Child Care Serv.	Auto Body Repair I	Auto Servicing
Auto Mechanics 2	Coop Home Economics	Auto Body Repair 2	Bldg. Const.
Carpentry 1	C.I.E.	Comm/Tech Art	Bldg. Gr. Main
Carpentry 2	C.O.E.	Culinary Arts 1	Engine Special
C.I.E.	Electrical Trades	Culinary Arts 2	Health Occup.
C.O.E.	Graphic Com. Tr. 1	Diesel Mechanics	Prod. Foods
Cosmetology 1	Graphic Com. Tr. 2	Electronics Trades	Retail Cleric.
Cosmetology 2	Hospitality Serv.	Landscaping/Hort.	
Mach. Shop Tr. 1	Marketing & DE 1	Plumbing/Heating	
Mach. Shop Tr. 2	Marketing & Coop DE2	Sm. Animal Care	
Marketing & DE 1			
Marketing & Coop DE 2			
Welding Trades			

EXHIBIT 55

Shadow Program
Notice to Students

Morris Knolls High School
To: Juniors and Seniors
From: The Guidance Department
Re: "Shadow Program"

All juniors and seniors are invited to participate in the "Shadow Program" at Morris knolls High School. What is "Shadow"? It is a chance for an upper level student to visit with and follow a professional or nonprofessional worker on the job for a day or two. The student is excused from all classes while on "Shadow", but naturally is expected to make-up work which is missed.

On the back of this sheet you will find a list of occupations which you may shadow. If you don't see the job you are interested in shadowing, let your counselor know so he/she can make a contact for you.

How does a Junior or Senior get involved with the "Shadow Program"?

1. See your counselor and complete a form stating your name, grade and professional occupation that you are interested in shadowing.

2. Secure a worksheet from your counselor, complete it and return it to your counselor.

3. Wait for your counselor to contact you with the date of your shadowing.

4. Have parents sign permission slip and return it to the counselor.

5. Complete follow-up report within a week of your shadow experience.

6. Encourage other students to shadow.

What better way to research a career goal than to have "hands on" experience? If you are ever considering a particular career, why not find out more about it? Your entire future may very well depend on your job happiness and security. Why not take advantage of all opportunities offered to you in high school? See your counselor today or complete the form which your homeroom teacher has on her desk.

EXHIBIT 55, contd.

Shadow Program

The following occupations are available to Morris Knolls students in the "Shadow Program:"

Accounting
Actuarian
Advertising
Air Conditioning & Heating
Alcoholic Beverage Distribution
Architecture
Audio Technology
Auto Leasing
Auto Mechanics
Aviation Mechanic
Banking
Beautician
Box Mfg. Package Sales & Mfg.
Biomedical Engineering
Building Construction
Child Care
Child Psychology
Chiropractor
Civil Engineering
Commercial Art
computer Programmer
Communications
Court Reporting
Culinary Arts
Data Processing
Dancing
Dentistry
Dietetics/Nutrition
Diesel/Truck Mechanics
Drafting
Ecology
Education - Administrative
Education - Public Schools
Education - Vocational
Electrical Contractor
Electrical Engineering - Communications
Electronic Components and/or Distribution
Entrepreneur
Fashion Merchandising
Floral Design
Glazier
Graphic Trades
hardware - Retail
Hotel Management
Insurance
Interior Decorating
Jeweler
Landscaping
Law
Law Enforcement
Machinist
Mailing Service
Market Research
Medicine & Health Service
Meteorology (Weather Forecasting)
Orthodontistry
Packaging Engineering
Pathology
Pharmaceutical Mfg. & Research
Photography
Physical Therapy
Pilot - Flight Instructor
Political Science
Postal Service
Printing
Psychologist
Public Health Service
Public Safety (Police)
Publisher - Journalism
Radio/Recording
Real Estate
Religion - Varied Denominations
Secretary
Social Worker
Stereo Equipment - Retail
Stock Broker
Telephone Service
Veterinarian
Video Production/Teleproduction
Welding/Machine Trades

EXHIBIT 56

Counselor/Child Study Team Guide to Scheduling For Grade Nine

Questions are often asked regarding the scheduling of classified students for required courses, as well as, some common elective programs. The following information should help the eighth grade counselor and CST members assist the classified student in preparing his first high school schedule.

Some Common Scheduling Problems

1. Metals and Auto Maintenance/Power require good basic math skills. Students are expected to be able to read and use a ruler as well as a caliper. They must be able to work with fractional measurements of 1/16, 1/32, and 1/64, etc. Sometimes students take these courses not without realizing these demands.

2. Microcomputer Programming and Micro M are sometimes selected by students because they like the computer and play with it at home and school. Both of these courses teach programming and students must be able to think in logical sequences to be successful. A good rule of thumb to use in scheduling students for these courses is "Can they do math word problems?" The counselor should check with the math teacher. Also, can student type at least 25-30 words per minute.

3. Keyboarding I requires more sophisticated skill development than Int. Key. Students are required to work with measurements, must follow very specific written and oral directions, and generally must have good clerical speed and accuracy. Int. Key is a better choice for the student who wants to be introduced to typing. Grading is also on a Pass/Fail basis.

Reading Levels for Required English Courses

1. English IA (401) requires students to be above grade level. The student reads a great deal on his or her own and must write very well. The student is generally a straight "A" English student in seventh and eighth grade.

2. English IH (402) students are at least on grade level and are able to analyze readings and draw inferences and conclusions. Writing skills are well developed.

3. English IM (403) students are generally reading on the junior high level and need assistance analyzing what they have read. While writing is coming along, help is needed in polishing sentence structure and in paragraph development. Grammar and mechanics need further development.

4. English IL (404) students are generally reading below grade six and need a great deal of help with writing and general survival skills related to communication. It is often difficult for a CST to determine whether this student should be placed in a resource room or in the level four class.

EXHIBIT 56, contd.

Since the level four classes are generally small (12-15 students) a more motivated ninth grader who has a fairly good attention span can do very well in a level four class. This student will have a good chance of remaining mainstreamed in English.

5. R.R. English I should be considered for the classified student who is very weak in reading and writing skills and who needs a great deal of attention, due to a poor attention span and perhaps lack of motivation. Most of our R.R. students read on grade levels three to sixth with some reading on the seventh and eighth grade levels, but have a poor attention span and have difficulty tending to the task at hand.

Math Levels

1. Math I. In this course, students' math skills are approximately on the sixth to eighth grade levels. The course encompasses all skills needed for success on the HSPT, including pre-Algebra and pre-Geometry. Attention is given also to word problems, graphing and measurement.

2. R.R. Functional Math students are generally functioning at the fifth to seventh grade levels in Math and need reinforcement of the basic operations, as well as a good level of assistance with fractions, decimals and measurement. Word problems and practical applications are studied.

3. R.R. Basic Math students are very deficient, often functioning at or below the fifth grade level in math.

The counselor should remember that two years of math are required for graduation. A student selecting R.R. Functional Math this year will have to move to the next level (Math I) the following year.

Some classified students will be able to handle Algebra I or IM because of well developed basic skills and the confidence that they will be able to handle the HSPT.

Counselors are reminded that a student may not be scheduled for more than two Resource Room courses. Resource Room 9th grade classes include:

1. R.R. Study Skills (only if student has no other RR course),
2. R.R. English I,
3. *R.R. Math I,
4. R.R. Functional Math,
5. R.R. Basic Math,
6. R.R. Science for Life.

*Only offered under special circumstances discussed with the high school CST.

EXHIBIT 57

Instructional Monitoring of Classified Students in Mainstream Classes

1. Ongoing communication with the mainstream teachers afford our students the best opportunity to succeed in the mainstream.

2. Each classified student has an instructional monitor. The choice is determined on an individual basis. If the student is totally mainstreamed, the monitor is usually the Learning Consultant. If there are social or emotional concerns that influence the student's success, the Social Worker or Psychologist is often chosen. Students with one or more resource room classes usually become the responsibility of their main resource room teacher. Each Resource Room teacher has a caseload of no more than 20 students to monitor. Over and above an instructional monitor, certain students are assigned to a second person, an "A-Team" monitor. These are students at high risk academically or socially who may need daily monitoring. CST members and our Special Education Teacher consultant serve as "A-Team" monitors.

3. The following is a list of the formal contacts the Resource Room teachers make each year.

September	Letters of introduction to each mainstream teacher, followed by informal meetings.
October December	Review of progress reports and gathering of pertinent mid-quarter data.
March May	Followup meetings when necessary.
November January April June	Review of report cards with followup meetings when necessary.
November	Recommendations to mainstream teachers for specific skill development for students who have failed the MBS.
January	Collection of input from mainstream teachers regarding course recommendations for the next school year. In-depth studies of failure rates, as needed.

4. In addition to the formal contact listed above, more frequent monitoring and support are required in individual cases.

5. When problems are uncovered, the instructional monitor has several options: direct intervention, referral to the Special Counselor, referral to the Vocational Resource teacher for help in vocational courses, referral to the Special Education Teacher consultant for academic courses, referral to the CST for review, or arrangements for a peer tutor.

EXHIBIT 58

Resource Room
Program Description

Program Objectives

1. Implement the IEPs of assigned classified students.
2. Increase students' achievement in specified academic and basic skills areas.
3. Provide individualized instruction in accordance with course proficiency.
4. Develop in each student a positive attitude towards learning.
5. Develop appropriate patterns of social behavior.

Personnel Responsibilities

1. After the child Study Team's recommends placement in the resource room, the Special Counselor shall initiate placement.
2. When a student is ready to leave the resource room, the Child Study Team will make the recommendation to the Director of Student Personnel Services.
3. Resource Room teachers along with the Curriculum Review Committee shall be responsible for an annual review of the resource room curriculum.
4. The resource room teacher shall be directly responsible to the Director of Student Personnel Services.
5. The resource room teacher shall implement the IEP through individualized planning and instruction.
6. The instructor shall assist the CST in developing the IEP and instructional guide for each resource room student.
7. The instructor shall be responsible for preparing inventories, ordering equipment and supplies and submitting followup information upon request of the Director.
8. The resource room teachers shall monitor selected students and complete an annual IEP evaluation form for each student.

Identification of Students

1. Students will be evaluated and classified by a Child Study Team.
2. The Child Study Team will identify those classified students who warrant placement in the resource room.
3. The number of pupils who can be assigned to a resource room program at any given time shall not exceed five. The total number of pupils who can be assigned to a Resource Room shall not be more than twenty.
4. Pupils shall not participate in resource room programs in excess of two periods daily.
5. The LDTC and the special counselor will maintain close contact with the resource room teacher to assess student progress.

General Activities & Programs

1. The required courses (English, history, math, and science) shall be offered for credit in lieu of the mainstream classes.

EXHIBIT 58, contd.

2. Required courses shall be taught through a multi media approach.
3. A study skills course will be offered to identified students.

Student Accountability & Assessment

1. All students shall receive quarterly progress reports. Report cards will be mailed home in accordance with the District's procedures at the end of each marking period.
2. Students shall be given individualized tests to assess their progress.
3. Students shall be included in the District's standardized testing programs unless exclusion is specified in a student's IEP.
4. Students shall receive instruction on the microcomputer and be given a computer literacy test at the end of the year.

Communication with Teachers, Counselors, and CST Members

1. Quarterly resource room progress reports shall be reviewed by the Child Study Team and the student's guidance counselor and mailed home to parents at the mid-marking period.
2. Regular meetings shall be held with the Child Study Team and the resource room teachers.
3. The resource room teachers shall communicate with the mainstream teachers on an ongoing basis.

Parental Followup and Involvement

1. Quarterly progress reports shall be mailed home to parents.
B. Praise letters shall be sent to the students from the counselor when appropriate to note good academic performance and attendance.

Facilities, Equipment and Supplies to Implement Program

1. A minimum of 400 square feet of classroom space must be available for each resource room.
2. Equipment and supplies are to be budgeted annually by the resource room teachers.

Staff Training and Certification

These will be as stated in the Job Description Policy of the Morris Hills Regional District.

EXHIBIT 58, contd.

Resource Room Study Skills Course

Resource Room Study Skills Course

The course is offered in grade nine for two and one half credits on a pass/fail basis. It lasts one half of the school year. This Study Skills Course addresses a wide range of student competencies. It is based upon the premise that learning by doing is the best way to master a skill. The students' individual needs will be met through selective topics, learning tasks and strategies. This course provides the student with a focus on the nature and value of study skills and provides instruction dealing with a variety of crucial skills.

Students enrolled in Resource Room Study Skills will demonstrate the ability to:

1. Describe how to make wise use of one's time.
2. Create, use, and evaluate an effective schedule of time.
3. Describe the nature of their short term memory.
4. Describe the nature of their long term memory.
5. Explain four ways to remember grouping, visualizing, repeating, and choosing to remember.
6. Define mnemonics.
7. Explain the three methods of mnemonics: the link method, acronyms, and acrostics.
8. Create a learning environment and repertoire of study habits that work well in relation to one's learning style.
9. Describe various kinds of test questions asked, what kinds of answers they require, and what thinking processes are used to answer each most effectively.
10. Describe that listening is the ability to hear and try to understand and/or appreciate what you have heard.
11. Use outlining, mapping and mapping with numbers when taking notes.
12. List several methods which aid in taking notes from oral presentations or lectures.
13. Use context clues to discover the meaning of unfamiliar words.
14. Use the dictionary to find the meaning of words that cannot be deduced from context.

EXHIBIT 58, contd.

15. Locate main ideas and supporting details in a passage.
16. Use the techniques of surveying, reading and taking notes, and reviewing to learn systematically from textbooks.
17. Write complete and effective sentences.
18. Apply the "five step" method for solving problems in any relevant context.
19. Locate, know the purpose of, and apply information derived from the parts of various textbooks.
20. Read and interpret maps and graphs.

EXHIBIT 58, contd.

Parent/Teacher Communication Carried Out by Resource Room Staff

Ongoing parent/teacher communication is crucial to a successful resource room program.

The following letters, reports, and conferences are standard. These are used uniformly by all Resource Room teachers at Morris Hills High School.

September	Letters of introduction with explanations of our program go to each parent. Invitations to the first Home and School Association meeting accompany these letters.
October	Letters of invitation to back-to-school night go to each family.
November	First marking period report cards are sent, followed by attendance awards for perfect attendance in resource room courses.
December	Progress reports for second mid-quarter are sent.
January	Second Marking Period report cards and attendance awards.
February	Individual conferences are scheduled for each parent.
March	Progress reports for third mid-quarter are sent.
April	Group meeting is held with parents of incoming eighth grade resource room students. Report cards and attendance awards for third marking period are sent.
May	Progress Reports for fourth mid-quarter are sent.
June	Final report cards and attendance awards are sent.

In addition to these formal techniques, we often need more individualized involvement with parents. This often takes the form of phone calls, personal letters, and the use of behavior modification techniques that involve parent support.

EXHIBIT 59

Hands and Mind Program

Program Description and Content

Hands and MIND is an audiovisual, multi-media program which, through the medium of hand tools, teaches and reinforces a wide range of reading skills, as well as writing, thinking, listening, and speaking competencies. There are 14 units of instruction, each of which culminates in a mini building project. These projects not only utilize the student's knowledge of a particular tool, but give the student the opportunity to use, practice, and reinforce his word attack, comprehension and reasoning skills. This immediate, natural application of newly acquired skills serves as an assessment of his mastery of specific readings competencies.

Language Development. All lessons are designed to increase students' vocabulary and comprehension. The visuals and narration in each cartridge enable students to greatly expand their store of nouns, verbs and adjectives. Graphic materials that elaborate on the unit being narrated help students learn new words and meanings in much the same way as their initial speaking and listening vocabularies were acquired from exposure to conversation, radio, television and movies. When segments of a prose selection appear on the worksheet at the same time as they are being narrated the student has the opportunity to identify in print form many of the words that are already part of his or her listening and speaking vocabularies.

Listening Skill Development. As a result of participation in the program, students also improve their listening comprehension abilities. When students first use the lessons, they learn that they must focus attention upon the content of the narrator's directions or else find they are unable to correctly complete worksheet activities. Developmental lessons do not repeat on demand.

Reinforcement of Skills. The final section of each lesson outline includes suggestions for related activities which will reinforce the skills presented. The instructor can use the related activities for direct re-teaching of specific skills which a student's worksheet performance has indicated need additional explanation and guided practice, for planned review of skills at specified intervals, or for providing students with opportunities to interact with peers in large and small group activities.

181 Main Street
Norwalk, CT 06851
(203) 846-3435

EXHIBIT 59, contd.

HANDS AND MIND SCOPE & SEQUENCE

LEVEL 1

	1 General Screwdrivers	2 Special Screwdrivers	3 General Wrenches	4 Painting Tools	5 Hammers
Useful Words Part A	Word Attack Skills →				
Technical Words	Picture Dictionary Format →				
Tool Cartridge	Manipulatives Hands-On + Questions & Answers				
Vocabulary Building Part A	Direction Words	Synonym Context Clue	Alphabetical Order & Guide Words	Synonym Context Clues	Multiple Meaning Words
Comprehension	Sequence Clues	Main Idea of Sentence	Main Idea of Sentence	Extended Main Idea of Sentence	Extended Main Idea of Sentence
Writing Skills Part A	Sequence	Simple Sentences	Abbreviations	Punctuation of Sentences	Capitalization
Writing Skills Part B	Driver's License Application	Library Card Form	Want Ads	Order Form	Address Envelopes
Prose Passage	Prose Selection →				
Mini Project	Cassette Tape Recorder	Telephone	Space Out Game	Periscope	Copper Tooling Name Plate

LEVEL 2

	6 Rules, Squares & Levels	7 Hand Drills	8 Pliers	9 Cutting Tools	10 Socket Wrenches
Useful Words Part A	Word Attack Skills →				
Technical Words	Picture Dictionary Format →				
Tool Cartridge	Manipulatives Hands-On + Questions & Answers				
Vocabulary Building Part A	Suffixes	Prefixes	Prefixes	Root Words	Compound Words
Comprehension	Relationship of Ideas	Main Idea of Paragraph	Main Idea of Paragraph & Supporting Ideas	Irrelevant Details	Main Idea of Paragraph & Supporting Ideas
Writing Skills Part A	Contractions	Commas	Pronouns	Plurals	Correct Usage of Word "to be"
Writing Skills Part B	Money Order	Bank Account Application	Bank Account Deposit	Withdrawal Slips	Writing a Check
Prose Passage	Prose Selection →				
Mini Project	Maze	Puzzle Box	Mind Nerve Game	Morse Code Sender	Glockenspiel

LEVEL 3

	11 Hand Saws	12 Files and Planes	13 Meters & Gauges	14 Pipe Fittings
Useful Words Part A	Word Attack Skills →			
Technical Words	Picture Dictionary Format →			
Tool Cartridge	Manipulatives Hands-On + Questions & Answers			
Vocabulary Building Part A	Comparative & Superlative	Antonym Context Clues	Homonyms	Syllabication
Comprehension	Comparison & Contrast	Cause & Effect	Fact & Opinion	Organizing & Classifying
Writing Skills Part A	Paragraph Patterns	Tense	Business Letters	Writing Outline
Writing Skills Part B	Employment Application	Application for Social Security No.	Withholding Certificate	Credit Card Application
Prose Passage	Prose Selection →			
Mini Project	Print Frame	Key Chain	Bicycle	Lamp

EXHIBIT 60

1985 Special Services Survey

Responses were received from 93 teaching staff.

Please take just a minute to answer the following questions regarding your involvement with our support staff. As you are aware, a good deal of our special education programs are funded from outside sources and your responses help us to develop needs and give support to continuing specific programs.

1. **I taught classified and/or handicapped children during the 1984-85 school year.**
   59 Yes (64%)   34 No (36%)
   (If your answer is "no" go no further)

2. **Do you see a need to have a separate counselor assigned to classified and/or handicapped students?**
   50 Yes (83%)   9 No (17%)

3. **Do you feel the members of the CST (Psychologist, LDTC, Social Worker) have interacted with you, so that student problems or your concerns could be dealt with during the year?**
   45 Yes (75%)   9 No (15%)   5 Y/N (8%)

4. **Did you like receiving a circulated copy of the student's IEP in early September?**
   58 Yes (99%)   1 No (1%)

5. **Goals and objectives in the IEP are clear and practical, and provide you with information that is helpful in the classroom.**
   49 Yes (83%)   10 No (17%)

6. **Did you utilize the services of the special education teacher consultant (Mrs. Spetter) to help you deal with mainstream students in your classroom or to provide you with a greater awareness of classified students?**
   36 Yes (60%)   23 No (40%)

7. **Did you receive help from the resource room teacher in understanding the instructional needs and resolving instructional problems of many mainstreamed students who were also assigned to the resource room?**
   32 Yes (54%)   21 No (36%)   6 NA (10%)

8. **Was your input sought from support staff regarding how mainstreamed students who were also assigned to the resource room?**
   25 Yes (43%)   30 No (50%)   4 NA (7%)

9. **Do you teach classified students in a hands-on course (I.A., Vocational, Home Ec., etc.)?**
   20 Yes (34%)   39 No (66%)

EXHIBIT 60, contd.

10. If your answer to question nine is "Yes" did you utilize the services of the Vocational Support Teacher?
14 Yes (70%)   6 No (30%)

11. Do you feel the students benefited from vocational support?
18 yes (90%)   0 No (0%)

12. How would you rate our overall Special Education services (CST and Support Staff)? 1 (low) - 5 (high) Check one.
0 1 (0%)   8 2 (14%)   10 3 (18%)   22 4 (39%)   17 5 (29%)
The average rating was 3.9.

13. Comments/Recommendations/Praise/Complaints:

EXHIBIT 61

Staff Development Survey
Morris Hills Regional District

TO: All Staff November 18, 1986
FROM: Student Motivation and Responsibility Task Force
THROUGH: Staff Development Steering Committee
RE: What's Working Survey

Over the last several years, the District has sponsored many opportunities for staff development on campus during the summer and school year. Even if you did not take part in one of these sessions, you may have learned one or more techniques from colleagues, or wanted to participate. Please take a few moments to check the appropriate spaces and answer the last question. We'd like to plan the BEST sessions possible for this year! Thank you.

Past Workshops

Attended	Would like to attend
___ Project Interact - either one or both summer institutes	___
___ Project Interact - day-long session during school	___
___ Stress Management - summer institute	___
___ Stress Management - day-long session during school	___
___ M.O.S.T. - Five 2-hour series	___
___ M.O.S.T. - Summer Institute	___
___ Teacher-to-Teacher Coaching - one-day session	___
___ On Campus Computer Workshops	___
___ Assertive Discipline - Summer Institute	___
___ None of the Above	___
___ Other (please specify)	___

From the list below, check the technique(s) that you learned either during workshops or from colleagues that you find most useful on a regular basis.

___ Time Management
___ Disequilibrium
___ Mental Set (Do Now)
___ Behavioral Objectives
___ Rules
___ Student Team Learning (Jigsaw, STAD, etc)
___ Motivation
___ Assertive Discipline
___ Direction Giving
___ Appropriate Use of Praise
___ Polling or Sampling
___ Stress Responses
___ Competence Reinforcement
___ Most of M.O.S.T.
___ Sponges
___ Discipline
___ Coaching
___ Bloom's Taxonomy (KCAASE)
___ Wait Time
___ Checking for Understanding
___ Other (please specify below)

If you wish, comment on any general positive or negative aspects of our previous staff development programs. Please feel free to share any ideas relating to the effectiveness of programs or suggestions for improvement.

EXHIBIT 62

1986-87 Development Action Plan
September 25, 1986

The Morris Hills Regional District believes the educational process will continue to be most effective by creating an environment and programs which provide for personal and professional growth.

1. Mini meetings will be the vehicle to convey information regarding personal and professional growth opportunities.

2. Packaged programs to address the concerns about student motivation and responsibility, evaluating students, differentiating curriculum, and stress management will be developed and presented. These concerns were determined by a survey of all professional staff in the Spring of 1986.

3. Professional Forums held during the 1985-86 academic year shall be continued for 1986-87. Agendas will be determined by mutual agreement of the participants. Meetings shall be held monthly from October to May on a staggered day (Mon. through Thurs.) schedule to avoid making attendance difficult for staff who have commitments on a particular day of the week. From time to time participants from outside the District may be invited to serve as resource persons.

4. Turnkey meetings will continue on a quarterly basis.

5. Bulletin boards for professional sharing will be continued in the faculty rooms of Morris Hills and Morris Knolls.

6. A publication will be developed to outline guidelines for conducting staff development training. Particular attention will be focused on on-the-job training of presenters drawn from district personnel.

7. Coaching will remain an option for instructional improvement.

8. In-house presenters will be sought first.

9. A new teacher followup meeting will be held in conjunction with building followup meetings for new teachers.

10. Publication of a staff development newsletter will be continued.

11. A consistent effort should be made to develop a program on the process of teaching for the Summer of 1987.

    a. The staff development steering committee should receive copies of conference reports from those attending conferences with the goal of identifying potential speakers and programs.

    b. The staff development steering committee will provide recommendations to the turnkey group for program implementation based on this input.

EXHIBIT 62, contd.

12. A task force will be formed to develop a series of philosophical discussions in which participants will interact on topics such as, "What are the Limits of Freedom?", "What is Human Progress?", "Can and Should Human Equality be Achieved?", and "What is the Good Life?".

    The intent is to have the seminar members engage in thoughtful inquiry and dialogue to allow for professional development through the sharpening of reasoning and questioning.

13. A list of conferences attended by professional staff will be disseminated in the Superintendent's summaries. A form will be developed and attached to our existing conference form asking the participant(s) the value of the program for on-campus presentation.

14. The Instructional Resource Centers in both high schools will house the staff development materials.

SOUTHEAST OAKLAND VOCATIONAL EDUCATION CENTER

Location:
Southeast Oakland Vocational
Education Center
5055 Delemere St.
Royal Oak, MI 48073

Contact Person:
John Daenzer
Southeast Oakland Vocational
Education Center
5055 Delemere St.
Royal Oak, MI 48073
(313) 280-0600

Background Information

Objectives

The Special Needs Project at SEOVEC provides an opportunity for special needs students to participate in any one of the 22 vocational programs offered at the Center and assists instructors as they train students in entry level occupational skills. Support services help special needs students succeed in regular vocational education programs. Students enrolled in the Special Needs Project are those who may not succeed in a regular vocational education program without assistance or support.

Key Features

The Special Needs Project involves the cooperative effort of the sending school staffs and the support staff and teachers at SEOVEC. Support services include:

1. Support to students that helps them learn technical reading, technical concepts and terminology; build self-esteem and cooperative attitudes; and establish good work habits and punctuality,

2. The services of special needs support teachers certified in Special Education, Vocational Education, Mathematics, Reading, Counseling, and Vocational Rehabilitation,

3. Direct assistance to students in the vocational education classroom on a regular basis and at the request of the classroom teacher, the sending school, or the student,

4. Coordination of services from community agencies: Community Mental Health, Family and Child Care Services, Drug Rehabilitation, Michigan Rehabilitation and other social agencies,

5. Provision of information to handicapped, disadvantaged, LEP students and their parents concerning opportunities available in vocational education and the eligibility requirements for enrollment in vocational education programs before students enter the ninth grade,

6. Assessment of the student's interests, abilities, and special needs before enrollment in those vocational education programs,

7. Special services such as adaptation of curriculum, instruction, equipment and facilities designed to meet the needs of students,

8. Provision of guidance, counseling, and career development activities conducted by professionally trained counselors,

9. Counseling services designed to facilitate students' transition from school to post-school employment and career opportunities,

10. Regular contact between SEOVEC staff and special needs educators at the sending schools to ensure the provision of related educational instruction for special needs students.

The objective of the Special Needs Project is to integrate special needs students into the regular vocational education programs and assist them in meeting their performance objectives. The goal is to have each student who maintains good attendance experience a high degree of success in the program.

Job placement and follow-up are provided through the area center's placement office. Teachers are an integral part of placement. They frequently receive information about job openings in their vocational areas. Special needs students have an opportunity to fill those job openings. The local agency, through efforts of the work-study coordinator, provides additional job opportunities for handicapped students. Special Education and Michigan Rehabilitation Services also provide placement services.

Profile of Local Service Area

SEOVEC students come from the full spectrum of socioeconomic backgrounds. Twelve school districts (30 public high schools and four private schools) are located within SEOVEC's boundaries.

Eleventh and twelfth grade students attending public and parochial schools who live in the Oakland Intermediate School District may attend the day school programs. Adults who live in the Oakland Intermediate School District may also attend. Sessions run five days per week, for two and one half hours per session. The first session is 8:00 a.m. - 10:30 a.m. The second session is 12:00 p.m. - 2:25 p.m. Evening programs are offered by the Royal Oak Continuing Education Department. Summer school is one six-week session from 7:30 a.m. to 12:30 p.m., Monday through Thursday.

Students take academic classes in their home high schools and vocational classes in two and one half hour sessions at the Center. Students must apply and be selected for these programs at their high schools. Bus transportation is provided by the sending school districts. Total enrollment for 1987-1988 is 1,010 of whom 323 are classified as special needs students.

There is no cost to students enrolled in high school programs, nor to high school graduates under 20 years of age by September 1st, nor to adults working toward a high school diploma. There is a fee for high school graduates who are over 20 years of age by September 1st.

Vocational Education Programs serving SEOVEC special needs students in the 1987-1988 school year include:

Auto Body Repair
Auto Mechanics (38)
Auto Mechanics (39)
Building Maintenance/Mgt.
Cosmetology
Data Processing
Dental Office Assist.
Drafting/CAD
Electronics Tech.
Fashion Design/Tailoring
Floral Design and Sales
Food Service
Greenhouse Management/Landscaping
Machine Trades
Medical Office Assisting
Nursing Assistant
Optical Mechanics
Printing
Robotics/Automation
Telecommunications
Recreational & Utility Vehicle Service
Welding

Special needs students are enrolled in all 22 program areas. Some programs require typing as a prerequisite. Telecommunications requires enrollees to have passed freshman English with a grade of "C" or better. With these exceptions, there are no prerequisites to enrollment. All programs operate on an open entry-open exit basis.

Staff Assigned to Project

Special Needs Coordinator - 100%

He has spent 33 years in the field, the last six of which were in his current position. He also has five years work experience in the private sector. His Bachelor's degree is in industrial education. His Master's degree is in industrial and vocational education, with counseling certification, and an S.Ed. in administration.

Counselor #1 - 100%

He has worked in the field for 27 years, the last six of which were in his current position. He has three years work experience in the private sector. Both his Bachelor's and Master's degrees are in guidance and counseling.

Counselor #2 - 100%

She has worked eight and one half years as an instructor, and seven and one half years as a guidance counselor, the last two of which were in her current position. Her Bachelor's degree is in education, and her Master's degree is in guidance and counseling.

Special Needs Support Instructor #1 - 100%

He has spent 17 years in the field, the last five of which were in his current position. His Bachelor's degree is in psychology. He is also certified as a secondary school teacher. For four years he worked in the private sector.

Special Needs Support Instructor #2 (Mathematics) - 100%

She has worked in the field for 10 1/2 years, the last three of which were in her current position. She has also worked for three years in the private sector. Her Bachelor's degree is in mathematics. She has an MAT in special education, and is certified to teach students who are learning disabled.

Special Needs Support Instructor #3 (Reading) - 100%

She has been in the field for 24 years, the last three of which were in her current position. Earlier in her career, she taught at the university level for four years. Her Bachelor's and Master's degrees are in education. Her MAT and Doctorate degrees are in reading. She is certified to teach reading at the K-12 levels.

Special needs Support Instructor #4 - 100%

He has worked nine years as a vocational rehabilitation counselor, and six years in education. He has held his current position for two years. His Bachelor's degree is in education. His Master's degree is in guidance and counseling.

Special Needs Support Instructor #5 - 100%

She has worked in the field for two years, the last one in her current position. Her Bachelor's degree is in special education, with an emphasis on students who have mental impairments.

Financial Data

	1985-1986	1986-1987	1987-1988
PL 98-524 10% handicapped setaside	$124,218	$ 65,217	$ 44,045
PL 98-524 22% disadvantaged setaside	77,676	112,766	52,168
Local funds	126,611	234,892	439,070
TOTALS	$328,505	$412,875	$535,283

Examples of how the 10% handicapped setasides were used in 1985-1986

Funds were used to purchase supplies and materials used in the classroom. These supplies were in addition to the regular supplies provided by the school for the classroom teachers.

Examples of how the 10% handicapped setasides were used in 1986-1987

The funds were used to purchase testing materials and supplies and helped cover the cost of providing vocational assessment/testing opportunities to special needs students.

Examples of how the 10% handicapped setasides were used in 1987-1988

These funds purchased materials, supplies, and services for special needs students that are not normally provided by the classroom teacher.

Number of Special Education Students Served

	1985-1986	1986-1987	1987-1988 (estimate)
Mildly Mentally Retarded	12	11	17
Learning Disabled	146	139	166
Seriously Emotionally Disturbed	47	35	27
Orthopedically Impaired		2	1
Visually Handicapped	2	1	2
Deaf	6	7	8
Hard of Hearing	8	6	2
Speech or Language Impaired		1	2
Other Health Impaired	4	2	
TOTAL SERVED BY THIS PROJECT	225	204	225

Total number of special education students served by grade (unduplicated count)

Grade	1985-1986	1986-1987
11	197	162
12	118	82

Estimated number of special education students served who also received assistance from ancillary agencies within the community

Number of Students		Agency
1985-1986	1986-1987	
14	16	State/Federal Vocational Rehabilitation Program
21	23	Job Service
6	8	Rehabilitation Facility/Sheltered Workshop
17	16	JTPA funded program
82	79	Social Security Administration (SSI, SSDI)

Total number of vocational education courses completed by special education students served through this project

	1985-1986 Year Long	1986-1987 Year Long
Agricultural Education	7	15
Business/Office Education	1	0
Consumer and Homemaking Education	15	25
Industrial/Technology Education	13	16
Health Occupations	27	13

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

The Special Needs Support Staff provides information to handicapped students and their parents in numerous ways:

1. SEOVEC's staff provides printed materials describing programs and services.
2. Meetings are held each month with representatives from each of the sending high schools who have direct contact with students and parents. These representatives come to SEOVEC on a regular schedule, ranging from twice per week to once per month.
3. SEOVEC's staff make presentations to sophomores at the sending schools using slides and program brochures.
4. SEOVEC's staff attend the sending schools' PTA meetings, open houses, parent night and career nights.
5. Staff arrange visitation days for tenth graders to visit three programs of their choice at SEOVEC, and sit in on at least one class in one program area of their choice.
6. Student visitation days for junior high students as part of prevocational education at SEOVEC are organized and conducted.
7. Specially trained staff conduct tours of SEOVEC for elementary and middle school students as a part of career education.
8. Annual Open House is held at SEOVEC. All high school freshmen and sophomores and their parents receive personal invitations.

The Special Needs Support Staff evaluates the efficacy of these methods by the number of contacts and visitations made, the amount of printed material distributed, and by the enrollment of students who visited previously.

Mandate Two: Assessment

According to state law, each special education student is evaluated for interest and aptitude by the special education department of the sending school district prior to placement in a vocational program at SEOVEC as determined by the Individual Educational Placement Committee (IEPC).

The approaches they use vary widely to meet individual student needs and district resources. For example, one district uses the Differential Aptitude Test and the Michigan Occupational Information System Survey for all tenth graders. Another district uses the APTICOM to test ninth graders, holds conferences with parents, and focuses on prevocational skills in ninth grade. Assessment is available at SEOVEC for certain students who need more extensive testing.

SEOVEC has established an assessment center, directed by an assessment counselor who is a member of the support staff, in order to assess all special needs students before they enroll in vocational education programs.

The evaluator assesses all disadvantaged individuals using the Micro-Evaluation Screening Assessment (MESA). It takes about two and one half hours per person. The Special Education Evaluator assesses selected special education students for up to five days each on a number of instruments, including the long form of MESA.

The evaluator also utilizes the Local Job Bank, purchased from the developers of MESA. He normed it on students enrolled in the 22 SEOVEC programs using 10 "B" level students from each area. The 10 included a mixture of first year and second year students. There were no major differences between the first and second year enrollees. In Electronics and Cosmetology, he used entire classes as the respective norm groups. He found that none of the students matched either instructor's performance expectations. This helped both instructors develop a more accurate picture of the entering skill levels needed to succeed in their respective programs.

After each assessment, the evaluator gives the results to one of the SEOVEC counselors, who interprets them to the student. Each interpretation averages about 30 minutes per student.

This system is evaluated by reviewing the success rate of both special education and special needs students in SEOVEC programs.

Mandate Three: Special Services

The Special Needs Support Staff provides special services throughout the student's enrollment in a program, as frequently as the student or instructor requests assistance, or the support staff feel that assistance is necessary. Instructors also provide summary reports of students' progress.

Curriculum adaptations include restructuring program tasks to meet individual needs. These adaptations are not reductions or diminutions of program goals and objectives.

Support is offered to individuals and/or small groups in tutorial sessions or in classroom or laboratory settings.

Materials are developed to help students comprehend program content. Visual, graphic, and oral methods supplement class presentations and textbooks.

Review sessions are offered before examinations. Examination procedures are adapted so that learning problems do not interfere.

Student progress is monitored at least twice each week when the support staff makes direct contact with program instructors. Grades are formally reported twice each semester. Mid-marking period grades are reported for any student who is receiving a D or E grade. The final evaluation is the measure of success each student achieves in his or her program. See Exhibit 63 for an illustration of a Student Summary Sheet. This is one additional indicator of the skill developed by special education students in specific vocational programs. See Exhibit 64 for a description of the Michigan State Guidelines for structuring the Special Needs Teacher's Job.

Each Support Staff provides a bi-weekly report to the Special Needs Coordinator regarding progress of students, problems encountered, and actions taken.

Figure 15 illustrates an outline of the Instructional Support Team Services that is distributed to the instructors at the beginning of each school year.

Figure 15

Instructional Support Team Services

The following services are available from the instructional support team:

Reading Support Services

1. Assess students' reading ability.
2. Provide individual tutoring in reading.
3. Modify texts.
4. Help groups of students in the vocational classroom.
5. Provide all students with strategies to cope with written texts.
6. Assist individuals and small groups in reading tests.
7. Help retest students who have not been successful in the vocational program.

Mathematics Support Services

1. Provide individual tutoring in areas of math needed in a specific program.
2. Help select materials.
3. Modify math material or write math material for each program.
4. Help small groups or work with an entire class.

Instructional Support Services

1. Help establish reasonable academic and behavior objectives for special needs students.
2. Help select, modify, and individualize instructional materials.

Figure 15, contd.

3. Provide tutorial assistance during class periods to help students complete assignments.

4. Suggest ways to cope with the special needs students in the classroom, both in terms of subject matter and behavior.

5. Assist vocational instructors in their classrooms.

6. Assess students to identify appropriate vocational programs based on their interests, aptitudes, and needs.

7. Help teachers re-evaluate students who were inappropriately placed in their programs.

8. Provide students with guidance and counseling regarding academic, personal and vocational issues.

9. Act as liaison with the students' home high school counselors.

10. Monitor students' progress in specific classes and refer to the appropriate support staff for specialized assistance.

11. Help the classroom teacher clearly define individual student's problems and possible remedies.

12. Work with the classroom teacher regarding total classroom situations that relate to the success of special needs students.

13. Help students accomplish program tasks.

Throughout the school year support staff visit all programs.

Mandate Four: Guidance, Counseling, and Career Development

Guidance, counseling, and career development activities are a joint effort between the SEOVEC counselors and the support people at the sending schools. Many of our students participate in career development activities at their home schools during grades eight, nine, and ten. This experience helps them decide to attend SEOVEC.

Once students arrive at SEOVEC, guidance and counseling services are provided as needed to help students succeed at the Center. SEOVEC counselors help students with:

1. Personal, social, and emotional problems,

2. Attitude and behavior problems,

3. Crisis intervention,

4. Family conflicts,

5. Peer relationships,

6. Teacher relationships,

7. Alcohol and drug abuse problems.

One-to-one counseling and small group counseling are provided when appropriate. SEOVEC staff maintain close contact with the sending school counselors, social workers, psychologists, and special education teachers to make sure each student receives the counseling he/she needs.

Some of the guidance services provided are:

1. Assistance in program selection, including the administration and interpretation of interest and ability tests,

2. Post high school guidance regarding employment, further education, and transition from school to work,

3. Monitoring students' progress to assure their success by providing appropriate support such as math or reading assistance,

4. Assistance in developing decision making, problem solving, and value clarification skills,

5. Follow-up in the areas of discipline, attendance, attitude and grades.

These services are provided throughout the school year.

Mandate Five: Counseling for Transition

The counseling provided to help students make the transition to post high school employment and career opportunities is a joint effort of many people:

1. SEOVEC's classroom instructors address employability skills as a part of their curricula.

2. Classroom instructors work with SEOVEC's placement director to develop job opportunities for all qualified students.

3. Counselors assist in these activities and work individually with students who need more assistance.

4. SEOVEC counselors work closely with the counselors and special education teachers at the sending schools to make sure that those needing additional vocational or educational help after graduation are referred to an appropriate agency (Michigan Rehabilitation Services, Michigan Employment Security Commission, agencies funded through the Job Training Partnership Act, and the Social Security Administration).

5. Students who continue their education after high school are assisted in finding the educational institution which will best meet their needs. The counseling office provides information about support services offered to handicapped students at many of the postsecondary schools in Michigan.

6. When a SEOVEC counselor attends the final IEPC for a graduating senior, the counselor makes sure that the parent or guardian is also aware of the continuing support available to his or her child.

7. Upon completing his or her program, each special education student receives an individualized achievement record that details the skills he or she learned, and the level of proficiency attained. In addition, some of the programs are competency based, so the instructor can readily explain to prospective employers the skills each student learned, and the level of proficiency achieved. (See Exhibit 65 for an example from the printing program.)

These counseling services are provided throughout the school year.

Mandate Six: Equal Access

There is no discrimination on the basis of any handicapping condition for vocational program placement, job placement, or any related service provided to students by SEOVEC.

Mandate Seven: Least Restrictive Environment

All special education students are placed in vocational programs by the Individual Educational Placement Committee on the basis of interests, abilities, and needs as determined by individual vocational assessments.

There are no restricted environments or programs at SEOVEC. All special education students are mainstreamed into regular vocational education programs. Instructional support is provided to assist them in meeting program goals and objectives.

Mandate Eight: Vocational Education/Special Education Coordination

Vocational planning is a coordinated effort between special education staff of the sending district and the support staff of SEOVEC. This planning is based on vocational assessment results (interests, abilities, and special needs of the student with respect to completing the vocational program) as explained in Mandate Two, and the prevocational contacts and planning as explained in Mandate One. Placement in a vocational program is determined by the Individual Educational Placement Committee based on the collected evidence, test results, and the desires of the student and his or her parents. Contact is maintained between the staff of the sending schools and the SEOVEC special needs support staff.

Evidence of the Project's Effectiveness

Students' Performance While in School

Grades Received by Handicapped Students in Vocational Classes

	1986-1987
A	13%
B	26%
C	36%
D	16%
E	9%

Overall Dropout Rate

1985-1986	1986-1987
26.4%	27.2%

Post School Status of Former Students

Status	Number of former students 1985-1986
Competitive employment 35 hrs/wk or more	24
Competitive employment less than 35 hrs/wk	31
Enrolled in vocational technical institute	4
Enrolled in community/junior college	6
Enrolled in JTPA funded training programs	7
Employed at rehabilitation facility/workshop	4
Unemployed	11
Unknown	129
Health occupations	9

Additional Information

The following information is based on interviews and data collected during a site visit to SEOVEC by VSC staff during the spring of 1987.

Vocational Instructors' Approaches to Working with Special Education Students

Welding Instructor

He individualizes the student's objectives and provides one to one attention. To get help from the support staff he calls Mike (a support staff person) and explains the problem. He also calls the parents of each special education student at least once per marking period to discuss their child's progress. SEOVEC operates a four period school year.

Floral Instructor

He adapts lessons, and gets help from the counseling staff to re-adapt lessons. He calls the support staff for assistance as needed. They may help teach a generic portion of a presentation - e.g. making change. The Reading Specialist might watch him present a lesson/procedure, and suggest alternatives. The Math and Reading Specialists will help everyone in his class who needs help, not just the special education students. A support instructor will also work in the Floral class with individual student's as needed. She and the more proficient students will help the less proficient. The support instructor will ask questions in ways that help the students understand what is to be done. On occasion, the instructor also sends positive feedback to the students' parents. The instructor does not have special education students work on different assignments. If a wedding arrangement is being prepared, the other students help the special education students.

Health Instructor

Initially, she gives each entire class quizzes (including math) to determine whether they are visual, auditory or hands on learners. She worked with the support staff to develop "terminology tapes" for use by students. She uses a step-by-step procedural sheet, gives oral tests as needed, or gets support staff to administer them. Students also suggest teaching/learning approaches that would be helpful to them. The instructor also writes notes to parents and sends them home with the students. For some units she insists that all of the students see the Math Support Teacher for help. In her class, the support instructor may also play the role of patient. Early in a new class, each student must do a report on one disability. The special education students usually report on their own disabilities. This teaches a great deal both to the instructor and to the other students.

Support Instructor's Approaches to Working with Special Education Students

Reading Specialist

She works with students in small groups to keep special education students from being singled out. (They don't want to be identified publicly.) Special needs students can switch programs if their initial placement doesn't work out. She helps students both in the vocational classes and in her office. Each support teacher has 45-60 students apiece (across all sessions). If a student's grades go down, a support teacher will intervene, even if a vocational teacher doesn't ask. They help all who need it. The Reading Specialist helps students prepare for and take exams, and complete book work. For some students who are mentally retarded, SEOVEC may let them take one year's worth of program material over a two year period in order to ensure that they learn at least one skill well, instead of a smattering of skills poorly. SEOVEC doesn't prejudge a ceiling on what a student may be able to do.

Considerations for Those Wishing to Replicate This Project

Fiscal

Initial funding support depends on the district, its educational philosophy and/or financial base. However, a coordinator/director, counselor(s), and support personnel are essential, based on the number of students served.

The project must be maintained with the initial staff and by adding support personnel as needed and/or as the size of the Special Needs Project increases.

Staffing

The staff should include a special needs coordinator, counselor(s), and support teachers certified in one or more of the following: Mathematics, Reading, Special Education, Rehabilitation.

To start a Special Needs Project, a school will need the services of a coordinator, counselor(s) and support teachers. The students selected for the Special Needs Project should have a grade point of 1.5 or below and/or cannot succeed in vocational education programs without assistance. They should also complete a vocational assessment before enrollment.

Maintain the special needs program by selecting students with needs and providing services/assistance to assure success in the vocational programs.

Project Initiation Procedures

Select special needs staff and students, and develop a plan for the effective delivery of special needs support services.

It would also help to establish an operational budget. It may be necessary to solicit state and county funds for financial support.

To ensure that special needs students are selected, referred, and enrolled appropriately, establish proper coordination with the sending/feeder schools' personnel. The selection of special needs students will be based on the special needs guidelines in the project area.

Technical Assistance Available

For information about technical assistance from SEOVEC staff, contact:

John Daenzer
Southeast Oakland Vocational
Education Center
5055 Delemere St.
Royal Oak, MI 48073

Instructional/Staff Development Materials Available

The following instructional materials for special needs students are available: Definitions, Range of Behavior, General Strategies, Classroom Management, and Information Sharing.

Inquiries should be directed to either Edward Cory or the Curriculum Resource Team secretary:

Carol Fosburg
Curriculum Resource Team
101 Wills House
Michigan State University
East Lansing, MI 48824
(517) 353-0661

EXHIBIT 63

Student Summary Sheet

9/01/87

Name: **MI:** **Phone:** 398-8277
Address: 122 S. **City:** Royal Oak **Zip:** 48067
Home School: Dondero **Birth Date:** 70-96-9 **Ethnic:** 2

Entry Date: 9/01/85 **Program:** Appliance TE 56
Drop Date: **Completed:** June 1987 **Sp Needs:** 21 2570-87-01

Grades							
Per1	Per2	Sem1	Per3	Per4	Sem2	Absences	
C+	C	C	C	C		10	First Year
C+	B-	B	C+	C	C	16	Second Year

Competency Area:	Rating*
Ability to read schematics	4
Hand tool manipulation	4
Ability to use a volt-ohmmeter	4
Use of a milivolt-meter	4
Use of a oven temperature tester	4
Use of manometer	4
Safe work habits	4
Appliance trouble shooting	3
Mechanical nomenclature	4
Electrical nomenclature	4
Knowledge of service reports	4
Knowledge of micro film catalogue	4
Telephone techniques	5
Concern for customers property	5
Installation techniques	4
Working knowledge of refrigerent gases	4
Working knowledge of refrig. compressor	4
Working knowledge of refrig. controls	4
A evacuate & charge a refrigeration syst	4
Install ser. valves & solder components	4
Sweep charge refrigeration system	4
Trouble shooting microwave ovens	3
Microwave leak testing	3
Trouble shooting solid state devices	3

* Scale

1 = No experience or exposure
2 = Only exposure
3 = Satisfactory
4 = Proficient
5 = Highly proficient

EXHIBIT 64

Special Needs Support Teacher

Special Needs Support Teacher: A special needs support teacher must be certified in at least one of the following areas: vocational education, special education, rehabilitation, reading or math.

Roles and Responsibilities

1. The following support services will be available as needed:

   a) Direct assistance to students in the vocational education laboratory including the consumer home economic classroom,

   b) Assistance in related reading and math,

   c) Parent contact,

   d) Adaption of curriculum,

   e) Establishment and maintenance of liaisons with sending schools, special educators, counselors, and LEP Title VII staff.

2. This delivery system must assure that all students receive services on a regular basis. In addition, it must be sufficiently flexible to provide services to students upon request of the classroom teacher.

3. The delivery system must facilitate linkages for services from community agencies such as: Community Mental Health, Family and Child Service Centers, Drug Rehabilitation, Michigan Rehabilitation, and other social services as available.

Caseload

1. Full Time. A full time special needs support teacher may serve a maximum of 50 students. In no case shall services be provided to more than 25 students per shift.

2. Half Time. A half time special needs support teacher may serve a maximum of 25.

Documentation

The local agency will document the services provided to special needs students served in a case load. The preceding will be based upon a bi-weekly reporting system initiated by 4th Friday of each school year. In shared time programs in rural areas documentation of services must be submitted to the operating agency bi-weekly.

EXHIBIT 65

M. Stinnett, Instructor

S.E.O.V.E.C. PRINTING TASKS
Completion List

Student ______________________ Home School ______________ Year ______________

Grades: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

Attendance: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

Phone: ______________________

TASKS	1st YEAR				2nd YEAR				COMMENTS
	1	2	3	4	5	6	7	8	
SAFETY AND LAW QUIZ									
USE OF A JOB TICKET									
USE OF THE PHONE									
EMPLOYABILITY SKILLS									
Investigate Employment Opportunities									
Identify Job Requirements									
Acquire wage information (also fringe benefits)									
Identify non-wage job characteristics									
Explore employment opportunities									
Analyze career ladder									
Identify personal criteria									
Prepare a resume									
Write a letter of application									
Complete a job application									
Demonstrate appropriate dress									
Complete a job interview									
Demonstrate interpersonal skills									
Identify source of continuing education									
Describe job termination procedures									
COMPOSITION									
Introduction to Phototypesetting (Mod)									
MCS PowerView 10 - System Components (Mod)									
MCS 20 - System Components (Mod)									
Zebra Processor - use of and clean-up									
System Setup									
Disk Introduction									
Formatting Disks									
Copy Disks									
Altering Kerning Values									
The Disk Recovery Utility									
8200 Setup									
Loading Fonts									
Loading Paper									
Adjusting Density									
System Startup									
Loading Programs									
Starting Up Typesetter									
Basic Type Commands									
Entering Parameters Manually									
Entering Parameters with UDKs									
Entering Copy and Input Modes									
Calculating Linespace									
Paragraph Format and Horizontal Position									
Alternative Counting Units in Typesetting									
Editing									
Editing, Cursor Movement and Scrolling									

Rating Levels:
1. Only Exposure
2. Satisfactory
3. Proficient
4. Highly Proficient
5. Ability to teach or demonstrate the task to others

printtasks1-30-86

EXHIBIT 65, contd.

S.E.O.V.E.C. Printing Tasks

Task Categories, contd.

Composition, contd.
- Basic File Management
- Typesetting Files 8204
- Indexes, Complements, UDKs
- Advanced Type Commands
- Advanced File Management
- Options

Misc.
- Production
- Desktop Publishing

Layout
- Keyliner
- Pre-Press Camera
- Use of Carlson Sharp Shooter
- Darkroom Setup and Safety
- Developing Methods
- Assignments Camera
- Stripping
- Production
- Proofing
- Plating
- Production
- Press Operations
- Press and Deliver in use at SEOVEC

Bindery Area
- Baum Folder with Right Angle
- Martin - Yale Table Top Folder
- Drill - Single Spindle
- Stitcher - Single Head
- G B C Punch and Binder
- Padding
- Gathering
- Packaging
- Heidelberg "WindMill"

Screen Printing

Miscellaneous Equipment and Operations

Photography

SPECIAL NEEDS TRANSITION PROGRAM

Location:
Carver-Scott Cooperative Center
401 East 4th Street
Chaska, MN 55318
(612) 448-5787

Contact Person:
Jeff Theis, Special Needs Director
Carver-Scott Cooperative Center
401 East 4th Street
Chaska, MN 55318
(612) 448-5787

Background Information

Objectives

Goals established for the Special Needs Division include:

1. Providing career exploration and pre-vocational orientation to students so they can develop realistic understandings of the world of work,
2. Providing remedial instruction in basic skills related to vocational education,
3. Assisting students in the transition from school to the world of work,
4. Assessing students' needs and strengths that relate to students' goals,
5. Providing students an alternative form of education emphasizing basic skills, improvement of self-concept, and career development through individual instruction,
6. Providing individual programs for emotionally/behaviorally disordered adolescents in a variety of areas through the use of academic and career support, individual and family counseling and behavioral programming,
7. Assisting students with special educational needs to achieve their educational/career goals.

Key Features

Carver-Scott Cooperative Center programs include the following:

1. Comprehensive array of services in the Vocational Special Needs Program, including,
    - a) Vocational Assessment Program,
    - b) Community Based Training,
    - c) Work Study for Disadvantaged,
    - d) Mini Vocational Course Options,
    - e) Summer Youth Transition Program.

2. A program for students who are Level 4/5 Emotionally/Behaviorally Disturbed,

3. Full Year Vocational Training Programs,

   a) Agriculture,
   b) Construction Trades,
   c) Food Occupations,
   d) Graphic Communications,
   e) Health Careers,
   f) Horticulture Occupations,
   g) Model Office,
   h) Trades and Industry,
   i) Placement,
   j) Electronic Assembly,
   k) Special Needs Cooperative Employment Project,
   l) New Beginnings,
   m) Job Search Workshop,
   n) Diploma Program,
   o) G.E.D.

(See Exhibit 66 for a more detailed summary.)

4. Special Needs Cooperative Employment Program that provides the following services:

   a) Counseling,
   b) Vocational assessment,
   c) Job development,
   d) On-the-job-training contracts,
   e) Job coaching/training,
   f) Employability skills training,
   g) Targeted Jobs Tax Credit assistance to employers,
   h) Coordination of services among providers,
   i) Follow-up,
   j) Development of special employment contracts.

(See Exhibit 67 for a more detailed summary.)

5. Interagency cooperation among:

   a) Carver-Scott Cooperative Center,
   b) Carver-Scott Counties' JTPA Funded Program Providers,
   c) Mankato Rehabilitation Center,
   d) The Department of Vocational Rehabilitation,
   e) Vocational/Adult Education,
   f) Special Education Cooperative,
   g) Private Industry Council.

6. A transition program that the Department of Rehabilitation Service helped start,

7. A summer school/work tryout program that serves special needs students including students considered EMH/TMH, Emotionally/ Behaviorally Disturbed and/or JTPA eligible.

Profile of Local Service Area

The Carver-Scott Cooperative Center serves and is supported by four school districts. The member districts are Chaska, Jordan, Shakopee, and Waconia. The other districts in Scott and Carver Counties that send students on a limited basis are Prior Lake, New Prague, Belle Plaine, Watertown, and Norwood/Young America.

Students served come from suburban/rural fringe areas of Minneapolis/St. Paul. Their backgrounds encompass a wide range of economic levels.

The total number of students in grades 9-12 attending school during the 1985-86 school year was 5,626.

Overview of the Carver-Scott Cooperative Center

Initial Development

The feasibility of a cooperative center was first explored in the summer of 1975. The purpose of the Cooperative Center is to meet local needs with broadly defined objectives and incorporate programs for low-incidence students that individual school districts could not afford. Board representatives from each district met in September, 1975 to develop criteria for the Cooperative Center. These were:

1. A wide range of program/service offerings to benefit the students without sacrificing home district decision making,
2. Cost effective implementation of quality programs and services,
3. Availability of programs and services that no one district wished to implement alone,
4. Research on the common needs of member school districts.

The Governing board is comprised of two school board members from each of the four member school districts.

Philosophy

In October, 1984, the governing board, superintendents' council, principals' council and center directors reviewed and revised the philosophy guiding the operation of the Cooperative Center. The philosophy defines the Cooperative Center as a structure to facilitate cooperation, coordination, and delivery of learning resources.

The vision statement reflects the broadening of the Cooperative Center's purpose from a site that offered cost-effective secondary vocational programs to a center for cooperative educational planning, programming and support.

Expansion of Services

The Coop Center is funded by a variety of sources including federal, state and local education grants (special education, vocational education, regular education), JTPA, dropout prevention/alternative education, United Way, vocational rehabilitation, school district fees and tuition, child care, and other special grants. The Coop does not have tax levying power.

Staff Assigned to Project

Director - 75%

The director has been in the field nine years, and has spent two years in his current position. He has a degree in distributive education and is a work evaluator, a secondary placement specialist, and a support service manager.

Work Evaluator - 75%

The work evaluator has seven years experience in the field, three of which are in her current position. Her degrees are in elementary education, music education, and remedial reading. She is certified as a work evaluator and technical tutor.

Work Evaluator/Level II - 100%

The work evaluator/level II has 13 years experience in the field, three in her present position. Her degree is in elementary education, and she has certificates in special education (K-12, special learning behavior problems), kindergarten, work evaluation, and technical tutoring.

Employment Specialist - 100%

The employment specialist has seven years experience in the field, and has been in her current position for one year. Her degree is in home economics education. She has certificates in family life education, consumer homemaking, secondary placement, and work experience coordination - handicapped/disadvantaged.

Work Experience Coordinator - 100%

The work experience coordinator has been in the field for five years, the last of which was in her present job. Her degree is in special education/ vocational rehabilitation. She is also a work experience coordinator for students who are handicapped and disadvantaged and has a certificate in special education of the educable mentally handicapped, K-12.

Work Support Specialist - 100%

The work support specialist, has been in the field and in her current position for two years. Her degree is in social work/vocational rehabilitation and she has a technical tutor certificate.

Lead Teacher - New Beginnings - 20%

The lead teacher - New Beginnings has been in the field for 20 years, seven of which have been in her current position. She has a degree in home economics and a certificate in consumer homemaking.

Technical Tutor - 100%

The technical tutor has two years experience in the field, and one year in her current position. Her degree is in cosmetology and she has a technical tutor certificate.

Work Skills/Electronics Instructor - 100%

The work skills/electronics instructor has been in the field and his current position for three years. He has a certificate in electricity/electronics.

Emotionally/Behaviorally Disturbed Instructor - 20%

She has eight years experience in the field, two in her present position. She has a degree in special education and a certificate in special education (emotionally/behaviorally disturbed, learning disabled, trainable mentally handicapped).

Emotionally/Behaviorally Disturbed Instructor - 20%

The emotionally/behaviorally disturbed instructor has been in the field for four years and in her current position for two years. Her degree in elementary education is supplemented by a certificate in special education (emotionally/behaviorally disturbed, educable mentally handicapped).

Financial Data

	1985-1986	1986-1987
PL 98-524 10% handicapped set aside	$ -0-	$ 13,343
Job Training Partnership Act funds	29,240	-0-
State funds	78,672.53	108,000
Local funds	21,950	78,000
Mankato Rehabilitation funds	30,730.42	32,763
TOTALS	$160,592.95	$218,763

Examples of how the 10% handicapped setasides were used in 1985-1986

The funds were used to purchase testing and curriculum materials.

Examples of how the 10% handicapped setasides were used in 1986-1987

Testing and curriculum materials were purchased.

Examples of how the 10% handicapped setasides were used in 1987-1988

The funds were used to purchase testing and curriculum materials.

Number of Special Education Students Served

Total number of special education students in grades 10-12 served by this project (unduplicated count)

	1985-1986		1986-1987 (estimate)		1987-1988
	Youth	Adult			
Mildly Mentally Retarded	11	16	11	20	15
Moderate/Severely Retarded	7	1	19	10	25
Learning Disabled	32	5	55	5	65
Seriously Emotionally Disturbed	37	7	40	7	50
Other Health Impaired		1		1	
Multi-Handicapped		1		5	
TOTAL SERVED BY THIS PROJECT	87	31	125	48	155

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986	1986-1987
8	N/A	N/A
9	N/A	N/A
10	15	20
11	40	50
12	32	40

Other Populations Served

	1985-1986	1986-1987
Adult Assessment	47	50
New Beginnings	7	10
Potential High Risk (Dropout)	7	10
Low-level Reading Student	27	30
Summer School		
Mildly Mentally Retarded	9	10
Moderate/Severely Retarded	8	10
Learning Disabled	2	5
	19	25

Estimated number of special education students served who also received assistance from ancillary agencies

Number of Students				Agency
1985-1986		1986-1987		
Adult	Youth	Adult	Youth	
24	11	15		State/Federal Vocational Rehabilitation Program
24	11	15		Rehabilitation Facility/Sheltered Workshop
30	3	10		JTPA funded program
4	1	2		Social Security Administration (SSI, SSDI)

Total number of vocational education courses completed by students served through this project

	1985-1986		1986-1987	
	Semester Length	Year Long	Semester Length	Year Long
Agricultural Education	5	10	5	10
Business/Office Education	12	36	15	40
Consumer and Homemaking Education	42	11	50	15
Marketing Education		20		25
Industrial/Technology Education	13	35	15	28
Cooperative Vocational Education		8		10
Specially Designed Vocational Program	68		75	
Health		7		8

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

The project notifies handicapped students and their families about the Carver Scott Cooperative Center through communication from: special education directors, advisory groups, special education instructors/counselors, and vocational evaluators. Special needs staffings, in-services to special education staff in member/nonmember schools and outside agencies (Job Training Partnership Act, Division of Rehabilitation Services, Minnesota Correctional Facility for Women), a community education brochure, and the Center brochure are also used.

Mandate Two: Assessment

The vocational assessment staff at the Carver-Scott Cooperative Center provide special needs students with assessment, counseling, and career exploration. Services include the following:

1. Career exploration and pre-vocational orientation to students to help them develop a realistic understanding of the world of work,
2. Vocational evaluation programs to assess students' present skills as a basis for determining subsequent vocational training,
3. Vocational counseling, including testing of interests, aptitudes, abilities work values,
4. Supplemental instruction in cooperation with vocational instructors and/or tutors whenever necessary,
5. Job seeking and survival skills instruction to help students become gainfully employed,
6. Job try-outs in a variety of in-house and community based job situations,
7. Try-outs in any or all of the vocational programs at the Carver-Scott Cooperative Center or similar programs at Chaska, Jordan, Shakopee, and Waconia high schools, or participating schools,
8. An evaluation report with individualized vocational recommendations provided to the home school multi-disciplinary Child Study Team and parents,
9. Support Services to students with special needs involved in vocational programs.

A state mandated assessment for program planning is completed on ninth graders. The curriculum based state procedures and interest tests are used. Another evaluation is completed during the students' junior and senior years. The length of the assessment varies depending on the school or program which the students are presently enrolled. The program length is either two weeks, one quarter, one trimester, or one semester. During that time the student works with a work evaluator or a technical tutor supervised by a work evaluator.

The Vocational Assessment Initial Interview Form is used to obtain background information, interests, and vocational career goals. The instruments used to determine student aptitudes, strengths, and weaknesses are the Talent Assessment Program, General Aptitude Test Battery, Non-reading Aptitude Test Battery, MESA, work samples and program tryouts. To evaluate student interest, the students may take a variety of interest inventories, temperament inventories, personal needs inventories, a motivations test, work samples or job shadowing. The work evaluator observes student aptitudes and monitors interests during the course of the program. (See Exhibit 67 for the Vocational Assessment Program curriculum.)

Fees for the assessment (approximately $120 per week) are paid by the home school district and are based on the individual student needs.

The vocational evaluator is the designated coordinator of services between the school districts and the Carver-Scott Cooperative Center. The transition of the student from the home school district to the Center and scheduling of services is facilitated by this arrangement.

The vocational advisory committee includes special and vocational educators from the school districts and community business persons. The committee holds periodic meetings and luncheons to evaluate the assessment program and make recommendations to the Center staff.

Mandate Three: Special Services

When the student moves from the assessment program to a vocational program, the work evaluator discusses the student's special needs with the vocational instructor. Safety procedures as well as required skills are taught by the work evaluator before admission to the vocational program is approved.

Mini-curriculums have been developed for students who are mildly/moderately retarded. Topics include office skills, food services, and construction trades. The mini-curriculums are approximately one quarter (nine weeks) in length. They include tasks selected from the full-year program and tasks developed specifically for the mini-curriculum. The mini-curriculums focus on hands on activities. (See Exhibit 68.)

The work evaluators provide services for vocational students not enrolled in the assessment program but are receiving special education services in their home school. The evaluators read tests for students and provide remedial services such as practice in measuring or converting recipes. The evaluators work with vocational staff to provide a bi-monthly progress report to the student's case manager in the home school.

Mandate Four: Guidance, Counseling and Career Development

The school-to-work transition program provides counseling and career development to junior and senior students in need of a vocational option. The students are referred to the program by individual schools. The students are evaluated through a team meeting involving student, parents, special education instructors and work coordinators to determine appropriate vocational options and career development. The vocational options include vocational assessment, vocational classes, career exploration, and work experience training.

The staff team meets following the assessment to determine the student's vocational options and career goals.

Mandate Five: Counseling for Transition

Several programs including assessment, placement, and transition cooperatively provide counseling for transition to Carver Scott special needs students. A special education student could receive career aptitude and interest testing, career counseling, placement services and follow-along services. The service model is emphasized by the Minnesota Department of Education, Secondary Vocational Education Programs for Handicapped Youth. The vocational component on the Individual Education Plan (IEP) is mandated by the Minnesota Department of Education.

Each student enrolled in a vocational class has access to the guidance services of a licensed secondary placement specialist who is available year-round. The Transition staff provide on-going counseling to special education students to relate their aptitudes, skills, interests and limitations to realistic vocational objectives.

Each student participates in a week-long job-seeking skills workshop. Resumes, applications, letters, phone techniques and interviewing are discussed and practiced.

The Transition staff and placement specialist locate and develop job leads and employment opportunities. Job placements are compatible with students' needs and abilities. Staffs' placement work keep them informed regarding job openings, labor trends and employer expectations.

Other career development activities include job shadowing and work experience programs.

If a student desires and seeks employment, follow-along activities with job coaching and/or on-going counseling are available.

Mandate Six: Equal Access

The Carver-Scott Cooperative Center provides equal access to students' in programs and employment opportunities. The Cooperative's Governing Board has adopted an equal access policy which is included in all Center publications. The policy is printed annually in the official newspaper reporting on Center meetings and activities.

The Cooperative Center's Affirmative Action Plan establishes procedures to assure equal access in program participation and employment. An affirmative action officer ensures that equal access is realized.

For students involved in cooperative work experiences or other on-the-job training, a compliance agreement is obtained and kept on file in the Center Office. Staff members responsible for monitoring the progress of work experience participants verify employers' compliance with Equal Employment Opportunities regulations.

The equal access practices and procedures were reviewed and accepted in February, 1986 by the Minnesota Department of Education as part of an on-site compliance review by the Equal Educational Opportunities Section.

Mandate Seven: Least Restrictive Environment

Based on the students' IEP and assessment data, Coop students are mainstreamed into regular education classes year round. Vocational classes includes regular education and special needs students attending the Coop Center.

Mandate Eight: Vocational Education/Special Education Coordination

A forum is available for special educators. It allows them to meet on a regular basis to discuss vocational options for handicapped students. Participants include district lead special educators, coordinators and vocational special needs staff.

The directors of special education for the two cooperatives for Scott and Carver Counties meet on a regular basis with special education/vocational education staff. A Cooperative Planning Guide helps them implement this coordination. One special education director is available on-site to enhance more informal contacts.

The IEP brings together vocational and special education representatives to plan for individual student needs. The Coop Center staff attend appropriate IEP meetings beginning with eighth and ninth grade students. Coordinated inservice training for special and vocational education staff is held during the year. Collaborative services and communication are emphasized.

Evidence of the Project's Effectiveness

Students' Performance While in School

Method/frequency of measurement

For in-school or laboratory programs, A-F grading is used. Grades are given quarterly. Progress reports are completed on each student every two weeks. The home school district is responsible for ensuring that students meet high school diploma credit requirements. For Cooperative programs, a training plan and follow up are used to monitor student progress.

Overall School Drop-out Rate

Few students drop the program. If the program is not working for a student, either the program is modified or the student is referred to other suitable programs.

Post School Status of Former Students

Status	Number of Former Students	
	1985-1986	1986-1987
Competitive employment 35 hrs/wk or more	28	35
Competitive employment less than 35 hrs/wk	9	15
Enrolled in vocational technical institute	6	10
Unemployed	1	2
Unknown	6	5
Vocational training workshop	1	3
Rehabilitation facility	1	2

Additional Information

CASA - Carver and Scott Alternatives

The Carver and Scott Alternative (CASA) is an alternative high school program aimed at meeting the needs of those students who require individual educational programming: students identified as emotionally or behaviorally disturbed (E/BD) and students requiring an alternative to regular high school. CASA provides a holistic blend of academics, mental health, career development and recreation. E/BD students are referred through the Carver and Scott County Special Education Cooperatives, while alternative diploma students are referred through their high school counselors.

Two distinct programs exist under the CASA name:

The morning CASA alternative serves a mixed population of E/BD and diploma students. The program, a holistic approach directed at the causes of students' problems, uses a combination of therapy, academics, career exploration and recreational alternatives.

The afternoon and evening Diploma Program is highly individualized. Students can earn credits toward high school graduation in English, social studies, math, science and work/study and career exploration. Emphasis is on positive behavior and strengthening self-concept through group and individual activities.

The CASA staff are implementing a change mode program ranging from behavior modification to less classroom structure with natural consequences. The CASA staff are expanding personnel and resources for the students. Program emphasis is aimed at becoming less dependent on the educational and social service system to meet the student's need.

The main focus of CASA is to meet the vocational needs of the students. Vocational options include inhouse assessment, work experience supported by Cooperative staff, and work study/job placement by CASA staff.

To assist the student and the vocational teachers, safety and the introductory parts of vocational education classes are first taught by the CASA staff before students enroll in vocational classes.

Work Skills Class

This is a new program for students who are 15-21 years and mildly/moderately retarded. Proper work behavior, grooming and job seeking skills are emphasized in the one and one half class periods. Subcontract work, electronic assembly and products developed by Cooperative staff are utilized to teach better work skills. The instructor also teaches regular vocational electronics classes at the Cooperative Center. When goals are achieved, competitive employment or vocational education class tryouts are pursued with a job coach. A program review is sent to the school and parents. (See Exhibit 69.)

Summer Youth Transition Project

This project is described in Exhibit 70.

Transition Conference

This meeting is conducted by the Special Needs Transition staff for school district personnel, board members, parents and special needs students. The agenda includes information on the Carl Perkins Act, transition from school to work issues, and presentations by community service agencies.

Department of Rehabilitation Services (DRS)

This state agency provides vocational rehabilitation to disabled persons through staff, state and community service providers. DRS has two goals in working with the secondary special needs students at the Cooperative Center: learn the student's strengths and skills that related to a vocational objective; and provide counseling to parents, students and teachers. Some DRS counselors have caseloads entirely of school population clients. DRS "opens" the case and provides funding for services on an individual basis (e.g. - vocational evaluation based on student IEP). Most special needs students are referred to DRS during their Junior year.

DRS became involved with the Cooperative Center due to the state emphasis on transition from school to work, parents wanting earlier involvement of DRS with their student, and the Cooperative staff's desire to "make it work" and not just depend on state policy. Through the school Multidisciplinary Team meetings a vocational plan is developed with the student and family before graduation. The plan helps coordinate the transition with community services. Eligibility, work exploration, and job experience are emphasized in the vocational plan.

The Mankato Rehabilitation Center

MRCI is a private, nonprofit rehabilitation facility located in Mankato, Minnesota, with branches in new Ulm and Fairmont. Service is provided to people from all parts of Minnesota, and particularly to people from South Central Minnesota.

A variety of vocational services are provided on an individual basis to Cooperative Center students including assessment, work adjustment, community work experience/tryout job coaching and placement in competitive employment.

Transition from the Cooperative Center to MRCI is facilitated by the following: interagency cooperation and agreements, DRS' early involvement, inservice training and transition workshops; coordinated student assessments by grade or individual needs, the streamlined intake processes used by each agency, established the Cooperative's role as lead agency for student transition from school to work, and coordinated funding from various sources.

The Cooperative received funds from a JTPA/DD grant, DRS, and county social services to set up a a Transition Project for special needs students. Components includes assessments, work adjustment, job shadowing, career exploration, on the job training (50% JTPA, 50% employer cost) and placement in competitive employment.

Twenty-five community placements were obtained during the 1986-1987 school year.

Reports/Form

The Cooperative Center's Special Needs Transition Program uses the following forms.

1. Rating sheet for students work experience that consists of three carbons plus an original, all in different colors (Exhibit 71),
2. Training agreement in similar format (Exhibit 72),
3. Student Training Plan (Exhibit 73),
4. Travel Agreement (Exhibit 74).

Other Key Factors That Make the Carver Scott Cooperative Center Effective

The following statements were based on interviews, observations and information collected by Vocational Studies Center staff during a site visit to the Cooperative Center early in 1987.

Cooperative Center Administrator

1. Develop and foster staff cooperation internally not from the outside.
2. Assess the needs of the community and schools and implement extensive outreach programs to meet those needs.
3. Provide teacher grants in the budget in order to allow them to develop new and innovative ideas on their own time.
4. Develop an integrated concept service model.
5. Explore new avenues and resource pools for services and funds.
6. Develop and maintain a good working relationship with special education cooperative.
7. Use existing vocational programs for special needs students.
8. Board member longevity has provided flexibility to Cooperative administration and staff - "Less policy making and daily operation decisions and more end result and bottom line decisions."

9. Continually examine changing area demographics.

10. Get vocational staff used to special needs population through other programs (e.g. summer school).

Special Education Directors

1. The Cooperative Center provides expanded services to the area handicapped population (e.g. new programs, summer school).

2. A high level of trust and key staff that communicate with each other are essential.

3. Parents pushed us to send kids to the cooperative. When their students had a positive experience, they were sold on vocational education.

4. We need to use grants available for skill training and providing functional curriculum for severely handicapped students.

School Board Member

1. The board should focus on planning, including meeting to learn about possible cooperative services across county lines.

2. We discuss and act on new ideas.

3. Communication with Cooperative staff is informal. Emphasize networking and staff responsibility by project, and have a sense of humor.

4. Involvement by multiple agencies can be complicated (costs, who's doing what, time factors, funding).

Vocational Education Staff

1. Contact feeder schools at the beginning of the year for additional student informal assessment.

2. Emphasize career awareness, not just getting a job.

3. Students are given option to move on.

4. Pair up "faster" students with special needs students.

5. Adapt your expectations to fit the student, including grading. Everyone is still expected to cover basic materials.

6. Demonstrate first, then let students practice.

7. Give students chances for "retakes and do-overs".

8. Use certified technical tutors.

9. Helpful classroom ingredients include one hour of prep time, a built-in class break, and support staff for EBD students.

10. Have the special education class involved with all aspects in food service.

11. We need low teacher/student ratios in carpentry and construction classes.

12. Read the student assessment reports.

13. Emphasize grooming for work experience.

14. Employer and vocational education teachers need a person to contact if problems arise.

Placement Staff

1. We need to coordinate job placement with other agencies (Mankato Rehabilitation, JTPA Job Club) during transition from school to world of work.

2. The transportation problem in surrounding communities is a major consideration - options include family, dial a ride, car pools, and walking.

3. Job Placement is available to all Cooperative students.

4. Placement staff serve in an advisory capacity to school districts to help them address students' future job needs.

5. Approach new industries including assembly line plants when they come to the community.

Employer

1. Family owned businesses provide good environments for kids.

2. Treat special needs students like the rest of the employees.

3. Cooperative staff job coaching and assisting with initial training made this successful.

4. School assumes some liability and transportation if written in to the IEP.

5. Teach how the "operation" works.

6. Don't set limits. Give them responsibilities.

7. All students at community worksites have training plans on file which include employer forms and specific tasks for employee.

8. We bought some equipment for kids (e.g. aprons, etc.).

9. The employer recognition dinner was appreciated.

Parents of Special Needs Students

1. The Cooperative staff shows enthusiasm.

2. "Shop around" for services for your son or daughter, and stay current.

3. My child believed the Cooperative was the hiring agent.

4. Staff support, job coaching and followup on the job are critical.

5. Cooperative staff are good "buffers" between the employer and parent especially during times of manager changes, obtaining raises, performance evaluation, and need for extra support for family members.

6. Contact the area manager if you are not satisfied with local manager.

7. The JTPA and Cooperative Center summer youth programs helped my student to learn job skills.

8. Parents continue "parenting" too long. Think more objectively and long term. Set higher and "normal" goals with school staff for your child, especially for after high school.

9. Get over the guilt. Parents needs inservice training to do this. Asking for help is hard for parents.

10. Sent a notebook about the child to the school to help staff get to know the student.

11. Some reasons why some parents don't participate in their child's evaluation and planning: overwhelmed, angry and disappointed in child, school phobic, or the presence of a communication problem.

12. We helped inservice training for staff on autism. The information was incorporated into the program.

13. Special Education staff should increase their advocacy role in the community.

Students Who Have Graduated

He is attending the area vocational technical center and was encouraged by Cooperative staff to pursue a one year health field training program.

1. The assessment and tests answered some questions for me about myself.

2. Job shadowing for one day at a hospital and dentist's office helped me make a decision.

3. I wanted a career where I can be with people but with no homework.

4. The Cooperative staff visited the technical college with me and told me about the resource center who reads my tests for me.

Graphic Arts Student

He works at Graphics Department two hours/day. He drives himself and a stock person to jobs at a Target store. He plans to enroll in trades and industry class.

1. I liked the summer job seeking skills class and seeing myself on videotape doing a job interview.

2. The computer sheets that showed my high/low career interests helped me decide.

Student

He received a first quarter assessment that showed he had skills and interest in auto mechanics but required visual learning and symbols.

1. He enrolled in Cooperative vocational classes where he learned tune up/oil change skills and received teacher assistance. The teacher read tests to him, used the overhead projector more and provided additional one to one instruction.

2. The Department of Rehabilitation Services began involvement for transition from school to world of work.

3. Student is planning to enroll in Dakota Auto-Diesal School next year.

Considerations for Those Wishing to Replicate This Project

Administrative

1. Assess in house resources.

2. Cooperate and establish linkages with other schools and adult service providers. Meet regularly and keep in regular contact.

3. Cooperative ventures may be the solution.

4. Expand into business and industry and build rapport.

5. Allow staff the freedom to create.

6. Provide a unique service to meet school and community needs.

7. Be aggressive in seeking funds.

Staffing

Staff need to specialize in how to give students special attention. Have special education teachers work in summer transition programs.

To start:

1. Develop uniform inservice and eligibility guidelines.
2. Assess total student data.
3. Streamline enrollment procedures.

Project Initiation Procedures

1. Transition starts with 14 and 15 year olds.
2. Provide job coaches at least one hour per week per student.
3. Allow two to three years to develop the program.

Technical Assistance Available

Contact the Special Needs Director for information about the types of technical assistance available and the costs of each.

EXHIBIT 66

Vocational Special Needs Programs

Each of the Special Need programs listed are available to juniors and seniors enrolled in Carver and Scott county schools.

Vocational Assessment Program

The Vocational Assessment Program provides special needs students with vocational testing, vocational counseling, and career exploration to help make career decisions. Program length is determined by each student's individual needs.

Community Based Training

The Community Based Training Program gives students job training within business or industry in their local community. Students are trained by an individual employed within that business. Through this process, students receive training from a expert in the field, receive training that matches business standards, and observe a business operation. This is non-paid afternoon activity.

Work Study for Disadvantaged

The Work Study Program helps students learn work habits. Students attend school in the morning to meet academic requirements and are released for the remainder of the day to receive training on the job. A teacher works with each student and employer to ensure that training is in accordance with program guidelines. This is a paid work experience program.

Mini Vocational Course Options

Short term vocational programs are available in the following areas:

1. Agriculture,
2. Auto Mechanics,
3. Construction Trades,
4. Food Occupations,
5. Health Careers,
6. Graphic Communications,
7. Horticulture Occupations,
8. Model Office.

None of these programs runs longer than a quarter or trimester. The programs are exploratory in nature.

Summer Youth Transition Program

This program helps the special needs population develop self awareness, increases their employability, and helps them make the transition from school to work. This program operates from June to August. Possible program outcomes include job placement, work experience, vocational exploration, and increased awareness of self and career options.

EXHIBIT 66, contd.

Work Skills Program

This is an in-school assembly work program for students who are mildly-moderately mentally retarded, and 15-21 years of age. The program incorporates training in job-keeping skills and appropriate behavior in a simulated work environment.

Level 4/5 EBD

The Level 4/5 program serves young people ages 15 to 19 who are not performing satisfactorily in the traditional school setting or have dropped out of school before completion. It provides these students an alternative form of education emphasizing basic skills, improvement of self-concept, and career development through individualized instruction.

Other programs/services available through the Carver-Scott Cooperative for youth 16-21 years of age.

Full Year Vocational Training Programs

Agriculture

This program prepares students for an agriculture occupation either in production or agri-business.

Construction Trades

This program offers students the opportunity to learn the procedures of constructing or renovating a home or other buildings.

Food Occupations

Students obtain an overview of the many jobs now available in the fast growing food industry through hands-on and classroom experiences.

Graphic Communications

Graphic communications focuses on the printed images of words and pictures. Students may utilize creative, mechanical, clerical, or organizational skills in this program.

Health Careers

Students explore over 1400 health careers through hands-on and classroom experiences. Upon completion students may acquire some entry level skills as nursing assistants, orderlies, veterinarian aides and more.

Horticulture Occupations

Students explore the horticulture occupations including growth and sale of flowers, fruits, vegetables, trees, shrubs, and other nursery stock.

EXHIBIT 66, contd.

Model Office

The students learn and practice business skills in a simulated office environment.

Trades and Industry

Students gain employment competencies through paid work experience and related classroom instruction.

Placement

Staff help students find full or part time employment.

Electronic Assembly

This course provides the necessary training to afford the student the opportunity to enter the manufacturing work force as a qualified electronic assembler.

Special Needs Cooperative Employment Project

This program meets the needs of individuals who may have been previously enrolled in special education classes, and who have trouble getting and keeping a job.

New Beginnings

Young pregnant women ages 14-21 and young mothers can take a full schedule of high school credits while involved with counseling, prenatal, and childbirth education.

Job Search Workshop

This is an intensive four day Job Seeking/Career Development program.

Diploma Program

Students in this program can earn credits toward a high school diploma. Subjects include English, Social Studies, Math, Science and Health, as well as electives in Art, Career Development and Physical Education.

G.E.D.

This is a program for people who have dropped out of high school. A drop-out can earn a General Education Development Certificate.

EXHIBIT 67

Curriculum for the Vocational Assessment Program
Carver-Scott Cooperative Center

Below is a list of activities and resources used in the Vocational Assessment Program during a quarter of the school year. Not all activities are done by all students. Materials are chosen on the basis of student's needs and ability levels.

WEEK I

1. Orientation/Intake forms
2. Interest Test
3. Temperament Test
4. Motivation Test
5. Personal Values Test

WEEK I RESOURCES

1. Wide Range Interest-Opinion Test (WRIOT)
2. Career Assessment Inventory (CAI)
3. Interest Checklist
4. Reading-free Vocational Interest Inventory
5. Career Assessment Survey Exploration (CASE)
6. Harrington/O'Shea Career Decision Making
7. Temperaments and Values Inventory (TVI)
8. Temperaments Checklist
9. Self-Description Inventory (SDI)
10. Personal Profile Analysis
11. Personal Needs Inventory
12. Rating your Motivations
13. Survey of Personal Values
14. Career Game
15. Strong Campbell Interest Inventory

WEEK II

1. Aptitude testing

WEEK II RESOURCES

1. Micro-Computer Evaluation and Screening Assessment (MESA)
2. Talent Assessment Program (TAP)
3. General Aptitude Test Battery (GATB)
4. Non-reading Aptitude Test Battery (NATB)
5. Mechanical Aptitude Test (SRA)
6. Computer Operator Aptitude Test (SRA)
7. Woodcock-Johnson Pyscho-Educational Battery (Academics only)

EXHIBIT 67, contd.

WEEK III

1. Reading the Want Ads
2. Telephoning
3. Filling Out Application Blanks
4. Identify Individual Skills
5. Anti-Discrimination Laws

WEEK III RESOURCES

1. Want ads from newspaper
2. Want ad packets
3. The Job of Job Hunting filmstrips
4. Telephone procedure; practice calling for interview
5. Sample application forms
6. List work experience, skills and strengths
7. Application Words (Computer disks)
8. The Choice filmstrip
9. The Search filmstrip
10. Help Wanted Ads activity workbook
11. Job Application Form activity workbook
12. Applying for a Job activity workbook
13. Preparing for a Job activity workbook

WEEK V, COMMUNICATIONS AND ASSERTIVENESS

1. Interviewing video
2. Job Seeking

WEEK V RESOURCES

1. The Game of Interviewing video
2. The Job Interview filmstrips
3. Interviewing packets
4. Common Questions of Interviewing (Future is Now book)
5. Mock Interviews (record on video)
6. Body Language Slide Presentation
7. The Job Interview activity workbook
8. Job Interview Rating Sheet

WEEK VII

1. Job Shadowing
2. Work Samples

WEEK VII RESOURCES

1. Community businesses
2. Tri-Level Measurement Work Sample

3. Simulated Assembly Work Sample
4. Electrical Circuitry and Print Reading Work Sample
5. Clerical Comprehension and Aptitude Work Sample
6. Small Tool (Mechanical) Work Sample
7. Size Discrimination Work Sample
8. Numerical Sorting Work Sample
9. Computer Occupations Work Sample
10. Drafting Work Sample
11. Small Engine Repair Work Sample
12. Mail Handling Work Sample
13. Retail Sales Work Sample
14. Electricity Work Sample
15. Autobody Repair Work Sample
16. Printing Processes Work Sample
17. Law Enforcement Work Sample
18. Working with Senior Citizens' Work Sample
19. Better Reading for Better Job packets
20. Math Around the House (Computer disks)
21. On the Road with Basic Math Skills (Computer disks)
22. Math and Your Personal Finances (Computer disks)
23. Career Awareness Plus Series packets
24. San Mateo County Adult/Youth Employment Training Units
25. Entry Standards Assessment

WEEK VIII

1. Getting Along with Co-Workers
2. Getting Along with the Boss
3. Job Promotions
4. Appropriate Work Behaviors
5. Changing Jobs

WEEK VIII RESOURCES

1. World of Work Book Chapter 1
2. World of Work Book Chapter 4
3. World of Work Activity Book Chapter 4 (soft cover)
4. List positive and negative attitudes
5. Role play appropriate work behaviors
6. Job keeping video
7. Getting Along with the Peer filmstrip
8. Getting Along with the Boss filmstrip
9. The Advancement filmstrip
10. The Characteristics of Good Employees
11. Attendance packet
12. Getting Along with Co-Workers packet
13. Getting Along with Your Employer/Values packet
14. Why Work? What is Work? packet
15. Getting Along at Work activity workbook
16. On the job Communication Skill activity workbook

17. Your Work Benefits activity workbook
18. Demands of Work packet
19. First Day of Work packet
20. Rewards/Benefits of Work packet
21. Discuss steps of changing jobs

WEEK IX

1. Budget
2. Stress on the Job
3. Work Schedules
4. Time Cards
5. Research Paper due

WEEK IX RESOURCES

1. Budgeting packet
2. Stress packets (1-10)
3. Relaxation tapes (cassette)
4. Work Schedules and Time Cards activity workbook

EXHIBIT 68

Minicurriculum for Office Skills
Table of Contents

Section I
- Appearance
- Getting Along With People
- Clerical Worker Video
- Office Worker Packet

Section II
- Outgoing Mail
- Postage
- Mail Sorting Work Sample
- Clerical Comprehension Work Sample

Section III
- Use of the Copy Machine

Section IV
- Clerical Aptitude Test
- Proofreading Packet
- Comparison Packet
- Telephone Packet
- Clerical Comprehension Packet

Section V
- File Clerk Packet
- Alphabetical Order
- Filing Packet
- Clerical Comprehension Work Sample

Section VI
- Filing Packet

EXHIBIT 69

Program Review

Student Name ______________________________ Home School __________________________
Work Performed ____________________________ Dates ________________________________

Skills **Vocational Option** **Career Exploration** **Community Placement**

Key Scores

Voc. Skills
____/____

Prod. Rate
____/____

Attend to Task
____/____

01	**Exceptional**	Performs task/competency with exceptional ability, independence, does not require supervision after initial instruction
02	**Independent**	Performs task/competency with appropriate speed, occasional errors in performance/quality, requires minimal supervision after initial instruction
03	**Partial Guidance/ Assistance**	Performs task/competency with periodic or additional direction or assistance (cues, prompts, partial manual guidance)
04	**Frequent Guidance/ Assistance**	Performs task/competency with frequent assistance and supervision, prompts, cues, manual guidance).
05	**Dependent on Staff Exclusively**	Cannot perform this task/ competency
00	**Not tested**	

Vocational Skills Review		Date	Date	Date	Date	Date
	Tasks	Rate	Rate	Rate	Rate	Rate
WORK TRAITS	1. Attendance					
	2. Punctuality					
	3. Uses a time card					
	4. Works cooperatively w/supervisor					
	5. Works cooperatively w/co-workers					
	6. Requests assistance/communicates wants and needs					
	7. Follows directions					
	8. Accepts criticism					
	9. Adapts to change					
WORK SKILLS	10. Handles materials appropriately					
	11. Remains at work station/route					
	12. Attends to task					
	13. Maintains work quality					
	14. Meets production standards					
	15. Recognize/correct errors					
	16. Retains work skills					
	17. Maintains work area					
APPEARANCE	18. Well groomed					
	19. Dresses appropriately					
	20. Uses unstructured time appropriately (breaks, down time)					
	21. Goes to break and returns on time					
WORK RULES	22. Follows safety rules					
	23. Follows company rules and regulations					
	24.					
	25.					

EXHIBIT 70

Summer Youth Transition Project

Purpose

To aid the special needs population in self-awareness, increase employability and provide assistance in transition from school to work.

Population to be served

Youths ages 16 to 21 have first priority, youths ages 14-15 will be considered.

1. Program will be geared toward students who have been identified as EMH and/or LD. TMH will be considered.
2. Priority is given to seniors.
3. Special education refers students and pays transportation.
4. Summer 1987 target enrollment is 30 students.
    a) Youth who are in need of decision making guidance.
    b) Youth needing pre-employment skills and/or supported work setting.

Dates

Registration will be completed prior to starting date.

June 16, 1986	Starting Day
July 31, 1986	Ending Day

Time

8:00 a.m. - 11:30 a.m.	Morning Activities
11:30 a.m. - 12:30 p.m.	Lunch/Transportation
12:30 p.m. - 3:00 p.m.	Afternoon Activities

Program Operation

Each student will have individual plan that will encompass their daily activities.

Mornings

8:00 a.m. - 10:00 a.m.	Classroom Activities
10:00 a.m. - 12:00 noon	Vocational Activities
11:30 a.m. - 12:30 p.m.	Lunch/Transportation

Morning Class Activities

1. Introduction to program
    a) Interest Inventory
    b) Vocational Placement

412

EXHIBIT 70, contd.

2. Self Esteem
    a) Grooming
    b) Personality
    c) Values
    d) Self Exploration

3. Communications
    a) Socialization
    b) Employer/Co-worker Interaction
    c) Following Directions

4. Job Seeking/Job Keeping Skills
    a) Checking and savings
    b) Pay check and W2 forms
        - State taxes
        - Federal taxes
        - Social security
    c) Filling out various forms
        - Insurance
        - Licenses
    d) Budgeting

5. Vocational Exploration areas
    a) Food service
    b) Disassembly
    c) Construction
    d) Graphic Arts
    e) Auto Mechanics
    f) Future classes
        - Health Occupation
        - Business Education

Career exploration will be covered throughout the seven weeks.

Possible Program Outcomes

1. Job placement
2. Enter other training programs
3. Vocational exploration
4. Increase awareness of self and career options

EXHIBIT 71

Rating Sheet
Carver-Scott Cooperative Center
Special Needs Transition Program

Thank you for your cooperation

Name of Student ____

Name of Employer ____

Work Site ____

Supervisor ____

Date ____________________ **School** ____________________

Punctuality - Does the student report to work on time and continue to work until quitting time.

____ 1. Frequently arrives late and quits early.
____ 2. Has seldom been late and rarely quits work early.
____ 3. Always prompt and always works until quitting time.

Comments: ____

Personal Appearance - Does the student's clothing and grooming "fit" the job.

____ 1. Has poor dress habits and needs to improve his/her grooming.
____ 2. Has acceptable appearance, could make some improvements.
____ 3. Usually is very careful of his/her appearance.
____ 4. Always presents an appropriate well-groomed appearance.

Comments: ____

Cooperation - Does the student cooperate with his boss and co-workers.

____ 1. Does not get along with his/her boss or co-workers.
____ 2. Is indifferent or often ignores co-workers.
____ 3. Is polite and friendly when working with others.
____ 4. Is always friendly and courteous to others.

Comments: ____

Reliability - Can the student be depended upon to do a good job.

____ 1. Cannot be depended on; requires constant supervision.
____ 2. Often must be reminded of duties; generally has to be carefully supervised.

EXHIBIT 71, contd.

____ 3. Generally performs all assigned duties; requires average supervision.

Comments: ____________________

Care of Equipment - Does the student take proper care of his/her tools and equipment.

____ 1. Seldom uses or takes care of his/her tools and equipment properly.
____ 2. Sometimes uses his/her tools and equipment improperly and/or without the proper care.
____ 3. Usually uses his/her tools and equipment properly and gives them proper care.

Comments: ____________________

Poise - Does the student do his/her work with confidence and self-assurance.

____ 1. Needs more confidence; tries to avoid or get of difficult situations.
____ 2. Usually confident; handles most situations satisfactorily.
____ 3. Confident; usually handles difficult situation satisfactorily.

Comments: ____________________

Attitude Toward Work - Does the student seem to like his/her work and show interest in learning more about his/her job.

____ 1. Seems to dislike the work; has no desire to learn.
____ 2. Is willing to work, but shows no interest or enthusiasm in his/her job.
____ 3. Seems to enjoy his/her work and has a desire to learn.

Comments: ____________________

Job Skills - Does the student have the necessary skills and knowledge to be successful on his/her job.

____ 1. Has a definite lack of skills and knowledge.
____ 2. Has limited knowledge; is lacking in some essentials.
____ 3. Has an average grasp of the essential skills and knowledge.
____ 4. Possesses all of the essential skills and knowledge.

Comments: ____________________

Work Habits - Does the student have the necessary work habits to do a good job.

____ 1. Has poor work habits and does not know how to organize his/her work.

EXHIBIT 71, contd.

____ 2. Has fair work habits, but sometimes does not see things that should be done.
____ 3. Has good work habits and looks for extra work to do.

Comments: ____

Improvement and Progress - **Does the student's quality of work show satisfactory progress and improvement.**

____ 1. Shows little or no improvement.
____ 2. Is learning slowly and has shown only slight improvement.
____ 3. Learns fairly quickly and remembers instructions; is making normal progress.
____ 4. Learns fast; seldom forgets; is making good progress.

Comments: ____

(Some sections of this form were adapted from: Department of Education. The Work Experience Handbook: Vocational Education Work Experience Program for Handicapped Students. St. Paul.)

____
Signature

EXHIBIT 72

Training Agreement

Carver-Scott Cooperative Center
Special Needs School to Work Transition Program
401 East 4th Street
Chaska, MN 55318
(612) 448-5787

TRAINING AGREEMENT

The purpose of this program is to provide a work experience education for students. This agreement is made between the student-trainee, parent-guardian, instructor-coordinator, employer-training sponsor and special education instructor to demonstrate the responsibilities of each person.

THE STUDENT-TRAINEE:

1. Enters the program to learn as much as the employer can teach about occupational information, skills, and attitudes.

2. Will keep regular attendance in classes, in work experience classes and on the job. The student can not work on any school day that he fails to attend his/her home high school. Exceptions can only be made with the mutual consent of the coordinator and employer.

3. Will notify the employer when absence is unavoidable.

4. Any job changes will be arranged in advance with the coordinator and employer.

5. Will be cooperative, on time for work, willing to learn, honest and remain with the employer for the designated period of time. The student-trainee understands that he/she may be dropped from the program for the lack of progress and cooperation or for failure to show up for work.

6. Will work after school and/or Saturdays, Sundays and school holidays as arranged by the training agency.

7. Understands that the school does not provide transportation and that this is the responsibility of the student and the parent/guardian. Also understands that, if driving, he/she must be properly licensed and have adequate automobile liability insurance coverage on the vehicle being used.

8. Understands that regular company policies and regulations apply to the student-trainee.

9. Understands that a portion of the work experience grade will be based upon the evaluation submitted by the employer.

EXHIBIT 72, contd.

THE PARENT/GUARDIAN:

1. Is responsible for the conduct of the student-trainee in the work experience program.

2. Is responsible for providing transportation for the student to and from the work site.

THE INSTRUCTOR/COORDINATOR:

1. Will arrange supervision of the student-trainee on the job. Will make periodic visits to observe the student and consult with employer and student.

2. Will work jointly with employer on evaluation of the student's job performance.

3. Will provide classroom experiences related to the job, employability skills and job safety.

THE EMPLOYER/TRAINING SPONSOR:

1. Will provide training and supervision of specific job information to the student-trainee and will report any suggestions for further development of student's training.

2. Will provide verification of student's attendance and progress to the student as requested.

3. Will not assign the student to hazardous task and will immediately notify the Center of any accidents or injuries involving the student.

4. Will notify the instructor/coordinator at once of any unsatisfactory development.

5. Will retain the student-trainee for the duration of the extending period so long as his/her work meets satisfactory standards.

6. Will determine trainee hours and rate of pay. Trainees will be paid according to standard regulations.

7. Will follow all state and federal regulations for employment of student-trainees including work permits for all students under 18 years of age.

8. Requested to keep the student-trainee on the job for an average of 15 hours per week.

9. Will inform regular employees of the need for cooperation, support and the awareness of their importance in the training of the student.

EXHIBIT 72, contd.

THE SPECIAL EDUCATION INSTRUCTOR:

1. Will provide verification of the student's attendance in the home school.
2. Will work jointly with the instructor/coordinator to provide classroom experiences related to the job, employability skills and job safety.
3. Will inform instructor/coordinator of any problems that may affect the student's performance on the job.

Employer/Training Sponsor Date

Name of Company/Training Site

Address of Company

Student Date

Parent/Guardian Date

Instructor/Coordinator Date

Special Education Instructor Date

EXHIBIT 73

Training Plan
Carver-Scott Cooperative Center
Special Needs School to Work Transition Program

Student ______________________________ Training Site __________________________

School ______________________________ Job Title ______________________________

Supervisor ____________________________

This training plan is to define clearly and schedule the vocational training ______________________________ is to receive as part of his/her on the job training. The Employer/Training Sponsor ______________________________ and the Instructor/Coordinator jointly agree to provide the training skills and experiences stated in this training plan. "Work Experiences" are to be provided by the cooperating Employer/Training Sponsor. "Classroom Experiences" are to be provided by the Instructor/Coordinator. Job safety and general employability skills will be provided both on the job and in classroom instruction.

TRAINING COMPETENCIES	ATTEMPT	COMPLETED	WORK EXP.	CLASS EXP.
I. Orientation				
A. Introduction to Company				
1. Functions and Purpose				
2. Organization/Staff				
B. General Employability Policies				
1. Personal Appearance				
2. Hours				
a. hours of work				
b. lunch breaks/rest periods				
c. sick leave				
d. vacation/holidays				
e. permission to leave during work hours				
f. leave of absence				
3. Wages				
a. hourly, weekly, monthly				
b. overtime pay				
c. payday				
d. payroll deductions				
e. wage benefits				
4. Time sheets and schedules				
5. Job advancement and possible change of work duties.				

EXHIBIT 73, contd.

	ATTEMPT	COMPLETED	WORK EXP.	CLASS EXP.
II. Human Relations				
A. Learn to understand or take directions and receive constructive criticism				
B. Be willing to ask for assistance				
C. Accept requests and suggestions relative to work				
D. Exhibit willingness to do work when requested				
E. Learn to follow established routines and methods				
F. Learn to follow through in a job to its successful completion				
G. Learn to deal courteously with customers, employees and employer				
H. Learn to interpret attitudes and personalities of co-workers				
I. Learn to use telephone properly				
J. Learn to correct any personal offensive behavior				
K. Become familiar with names, titles, and locations of various company employees				
III. Work Attitudes				
A. Learn to be on time for work				
B. Learn to be punctual and dependable				
C. Learn to show efficiency and productivity on the job				
D. Notify coordinator and employer of problems that may arise and interfere with the quality and quantity of production				
E. Learn to respect and abide by company rules and regulations				
F. Show respect and honesty to company property, goods and/or service				
G. Notify employer when absences are necessary				

EXHIBIT 73, contd.

	ATTEMPT	COMPLETED	WORK EXP.	CLASS EXP.
H. Learn to be well-groomed and appropriately dressed on the job				
IV. Clean Up and Safety				
A. Clean Up				
1. Keep work area clean				
2. Learn proper use and maintenance of equipment				
3. Learn to set up and clean the work area				
B. Safety				
1. Follow safety rules required by the company				
2. Correct or report to employer or supervisor any potentially unsafe work situations				
3. Place clothing, hair and wearing accessories in a secure position when operating equipment				
V. Learning Experience				

Instructor/Coordinator Date

Student/Trainee Date

Employer/Training Sponsor Date

Parent/Guardian Date

Special Education Instructor Date

EXHIBIT 74

Travel and Responsibility Agreement
Carver-Scott Cooperative Center
Special Needs School to Work Transition Program

TRAVEL AGREEMENT

Student ______________________________ Age __________
Last First Middle

Parent/Guardian ______________________________ Day Phone __________
Last First Middle Evening __________

______________________________ Day Phone __________
Last First Middle Evening __________

Address ____

As a Parent/Guardian, I would like to request that ____________ be allowed to RIDE IN A PRIVATE VEHICLE/DRIVE A PRIVATE VEHICLE to their place of employment as part of their off-campus educational experience. I acknowledge full responsibility for the welfare of this student during his/her participation in this activity.

Adequate insurance to cover the student is the responsibility of the parent/guardian. Give the company name and policy number for automobile insurance which covers the student.

______________________ ______________________
Insurance Company Policy Number

____
Driver's License Number

I have read and am in agreement with the information on this form and am supportive of the intents of the Carver-Scott Special Needs School to Work Transition Program. I request that any emergency treatment be given to ______________ during the course of the program and that every attempt be made to contact me or the person designated with the emergency phone number.

Additional person to notify in case of emergency ______________________

______________________________ Phone __________

EXHIBIT 74, contd.

RESPONSIBILITY AGREEMENT

In addition it is understood that even though the student has up to two hours of release time from school, that hours of employment vary, depending upon the nature of the job and time of year. For those school hours that the student is not scheduled for work, the parent/guardian will accept full responsibility for the student.

Parent/Guardian Signature	Date
Instructor/Coordinator Signature	Date

VOCATIONAL DEPARTMENT: PROMISING "SIGNS"

Location:
Horace Mann School for the Deaf
40 Armington Street
Allston, MA 02134
(617) 787-5313

Contact Person:
Patrice DiNatale, Principal
Louis Bianchi, Director
Horace Mann School for the Deaf
40 Armington Street
Allston, MA 02134
(617) 787-5313

Background Information

Objectives

Each student will:

1. Become an independent, educated citizen,
2. Become a self-actualized individual,
3. Develop a vocational skill training area,
4. Sustain competitive employment.

Key Features

Seven Skill Training Labs. Seven state of the art skill training laboratories are in place: micrographics, foods, marketing & distribution, business & office, computer lab, industrial arts, and graphics.

Comprehensive Vocational Services. Vocational services include the following: suggestions from an Industrial Advisory Council, vocational assessment, in-house evaluation unit, university affiliations, job development, vocational placement, supervision and support, in-house work experience program, a work study program that places students in local industries, and job counseling.

Supported Employment Program. An industry based supported employment program for multihandicapped hearing impaired students is provided through cooperative efforts with Boston University and Honeywell Bull.

Diverse Duties Performed by Vocational Instructor. All vocational instructors have a variety of duties including classroom instruction, job placement, and developing community resources and partnerships. Approximately 50% of the instructor's time is spent in the classroom and 50% in the community.

Work Study Program. Work study students are placed in competitive, "hands on" employment in area industries for at least twenty hours a week. They receive close supervision and support from the vocational teachers as they make the transition from school to work.

Profile of Local Service Area

Horace Mann School for the Deaf serves the Boston Metropolitan School District and out-of-district student referrals. Students are generally from low socioeconomic backgrounds, with 95% of their families receiving some form of public assistance. Horace Mann is a member of the Boston Public School System. In addition, it is a Massachusetts approved Chapter 766 school designated to serve deaf and hearing impaired students, ages 3-21. In the Boston area, parents can choose the school in which they enroll their children.

The Horace Mann School presently services 163 students, ages 3-21, from nursery school through high school. Most students attend full time. The racial composition of the school includes 59 Black, 49 White, 44 Hispanic, and 11 Asian individuals. Eighty-five percent of the students reside in Boston and fifteen percent reside in surrounding cities and towns. The latter are "tuitioned in" - that is, funded by their Local Education Agency if they live within one hour's commuting time. Sixty percent of the students are from single parent families. The students' main disability is deafness. However, the trend is that more severely handicapped or low academic students requiring individual and family counseling are enrolling.

Historically, the Horace Mann School for the Deaf is the oldest public day school for the deaf in the United States. Horace Mann School was founded in 1869 by the Reverend Dexter King, president of the Boston School Committee. The main goal of the school is to provide disabled students the same opportunity to be educated in a public school in their home community as their brothers and sisters.

Long before passage of Massachusetts' Chapter 766 in 1974, the Horace Mann School for the Deaf was preparing to open a new educational complex in Allston, Massachusetts. The school's goal of educating deaf students in a setting which would promote normalization was ensured by housing the school for the deaf within a regular education school building. In 1975 the Jackson-Mann Community School Complex opened. Under one roof there resides the Horace Mann School for the Deaf, the Andrew Jackson Elementary School and the Jackson-Mann Community School. The Community School provides community based programming from 3:30 p.m. to 10:00 p.m. for Brighton-Allston residents and members of the local deaf adult community. This unique setting allows deaf and hearing impaired students to be educated side by side with their hearing peers. The concept of mainstreaming is paramount.

The high school department at the Horace Mann School was opened in 1975. Presently it serves 56 deaf and hearing impaired students in grades nine through twelve.

Staff include one program coordinator, seven academic teachers of the deaf, five vocational education teachers, one project coordinator, two interpreter tutors, and specialists in art, physical education, media technology and computer technology. Students are grouped primarily by ability in the academic classes of speech, English, math, social studies, health and functional communications.

The high school is supported by a full time evaluation staff consisting of a social worker, psychologist, audiologist, speech and language diagnostician, diagnostic teacher and a full time Hispanic liaison.

The high school is linked with Boston University as a court ordered, desegregation pairing project. In addition, the school is linked with the Deaf Services Office of the Massachusetts Rehabilitation Commission.

The high school population is varied in program prototype and programmatic needs. A percentage of the population is college bound, or preparing for competitive employment. A significant percentage of the population is multihandicapped and require a specialized, multidisciplinary program for transition from school to work.

The multihandicapped deaf students have other significant handicapping conditions in addition to deafness; e.g., physical disabilities, sight impairment, cognitive delays, and emotional disabilities. Some are from foreign countries and have had little or no prior schooling. There is a significant bilingual/deaf population of high school students with no prior school experience.

The current challenge for the Horace Mann School is to provide a dynamic, systematic, multidisciplinary program for multihandicapped deaf students to ensure smooth transition from school to work.

The total number of students in grades 9-12 attending school during the 1985-86 school year was 45.

Staff Assigned to Project

Director - 100%

The director has been in the field 21 years, 11 of which are in his current position. His Bachelor's degree is in education, and his Master's degree is in education and administration of the deaf. He has extensive experience with business and industry.

Vocational Coordinator - 100%

The vocational coordinator has 16 years experience in the field, and two years in her current position. She is a teacher of the deaf, with Bachelor's and Master's degrees in education of the deaf.

Industrial Arts/Graphics Instructor - 100%

The industrial arts/graphics instructor has been in the field 35 years, 16 of which have been spent in his current position. His Bachelor's degree is in industrial arts, and his Master's degree is in vocational special needs.

Micrographics Instructor - 100%

The micrographics instructor has 12 years experience in the field, four and one half years in his current position. He has Bachelor's and Master's degrees in secondary education.

427

Marketing/Distribution Instructor - 100%

The marketing/distribution instructor has been at her current job for six years, and has 10 years experience in the field. She has a Bachelor's degree, and her Master's degree is in vocational special needs.

Foods, Home, Health Instructor - 100%

The foods, home, health instructor has been in the field for 15 years, six of which have been in her present position. Her Bachelor's degree is in occupational education, and her Master's degree is in vocational special needs.

Business/Computer Instructor - 100%

The business/computer instructor has 12 years experience in the field, and has been at her present position for six years. She has Bachelor's and Master's degrees in career counseling, business, guidance, and vocational counseling.

Financial Data

	1985-1986	1986-1987	1987-1988
PL 98-524 10% handicapped setaside	$ 4,697.00	$ 44,468.00	$ 48,639.00
State funds: PL 89-313	24,425.00	36,750.00	31,500.00
Polaroid Foundation	5,000.00		
Honeywell Foundation	5,500.00	8,000.00	7,500.00
TOTAL	$39,622.00	$89,218.00	$87,639.00

Total School Budget is $2 million. Average cost per student is $11,569. The Horace Mann School has obtained an increase in funding in business and school partnership programs the past five years. Local funds are committed after federal start-up funds are obtained for start up. All proposals for special funds from Horace Mann School have been approved by the Boston School Committee.

Examples of how the 10% handicapped setasides were used in 1985-1986

The third year of the Horace Mann School's vocational skill training program in Micrographic Technology was funded with Perkins money.

Examples of how the 10% handicapped setasides were used in 1986-1987

1. Perkins money funded the school's contribution for one teacher salary and indirect costs for the cooperative supported work program.

2. Perkins funds were expended for the summer tutor program.

3. Perkins funds were combined with support from the Honeywell Foundation for the youth employment training program on-site job stipends.

Examples of how the 10% handicapped setasides were used in 1987-1988

1. Perkins money funded the second year of the supported employment program for multihandicapped, deaf students.
2. Perkins money funded a six week summer program in Computers in Merchandising for deaf adolescents.

Number of Special Education Students Served

Total number of special education students in grades 9-12 attending school (unduplicated count)

	1985-1986	1986-1987	1987-1988
Orthopedically Impaired	1	1	1
Hard of Hearing	18	11	12
Deaf	35	33	32
Multihandicapped	6	6	6

Number of special education students served by this project (unduplicated count)

	1985-1986	1986-1987	1987-1988
Deaf	37	22	33
Hard of Hearing	16	16	12
Multihandicapped	6	7	6
TOTAL SERVED BY THIS PROJECT	60	51	51

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986	1986-1987
8	15	8
9	10	10
10	8	17
11	17	11
12	10	13

Total Number of Vocational Education Courses Completed during 1985-1986 by Special Education Students Served through this Project

	Semester Length	Year Long
Business/Office Education	8	6
Consumer and Homemaking Education		6
Marketing Education	9	4
Industrial/Technology Education	12	2
Work Experience Program		10
Micrographics	8	8

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

Horace Mann students entering the sixth grade are notified by letter and presentation of the career exploration opportunities in skill training labs (foods, business/computer, industrial arts/graphics, marketing & distribution, micrographics). Seventh and eighth graders are notified of the continual skill training labs. Skill training is included in each middle school student's Individual Educational Plan (IEP) for two periods a day, five days a week.

Each spring all Horace Mann School eighth graders and families receive an orientation and printed materials on the vocational education opportunities at The Citywide Hubert Humphrey Occupational Resource Center. Hearing impaired high school students can participate in a comprehensive vocational program in one of forty-two vocational areas. A teacher of the deaf/interpreter is available for support.

Mandate Two: Assessment

Every Horace Mann School student receives an evaluation every three years by the Horace Mann Evaluation Unit. The Unit is comprised of a psychologist, social worker, speech and language pathologist, audiologist and teacher of the deaf. The evaluation includes medical, audiological, speech/language, academic and psychological components.

An Individual Educational Plan is written and reviewed yearly. Each student has vocational skill training and/or work study objectives written into his/her Individual Educational Plan annually for at least two class periods a day, five days a week. Vocational and post-graduation recommendations are emphasized to improve the student's transition from school to adult life.

The Horace Mann vocational teachers begin observation and assessment with middle school students. Teachers assess students' attitudes, interests, abilities and competency levels in each skill training lab during vocational exploration.

Horace Mann vocational staff use observation, the Vocational Skill Competency Checklist and teacher made tests to assess students' vocational competency, job readiness, and placement.

The work study teachers administer the Talent Assessment Program (TAP) test and The Street Survival Skill Questionnaire (SSSQ) to obtain a functional vocational assessment for each student.

The vocational teachers use standardized vocational tests and teacher made work samples to provide occupational information to students, assess the functional level of each student, and to aid in curriculum design.

A Professor of Rehabilitation Counseling from Boston University serves as a Project Consultant to The Horace Mann Vocational Department. Meetings are held regularly with the vocational and work study teachers regarding curriculum design, vocational assessment, program/staff development, and the industry based supported work program.

Mandate Three: Special Services

The Horace Mann School has seven "state of the art" vocational skill training labs designed to meet the needs of hearing impaired students. Upon entering Horace Mann High School, freshman and sophomores explore a different skill training lab each semester for two periods per day, five days a week, as mandated in their Individual Educational Plans. As juniors and seniors, each student selects one skill training lab per year for two periods a day, five days a week, according to his or her computerized Individualized Educational Plan. (See Exhibit 75.) Seniors have a work study experience in a community industry for at least twenty hours per week.

The micrographics laboratory was completely furnished in 1983 by donations from area industries belonging to the Micrographics Association and Industrial Advisory Board. The micrographics curriculum includes a Tasks Form and Student Competencies Checklist. (See Exhibit 76.) Work experience is provided through a subcontract from Boston Public Schools. The teacher performs community job placement duties, including machine or attitude modifications when required and employee sensitivity training regarding sign language. Plans include development of coordinated training programs for microfilming and encoding, additional in-house job slots, curriculum development, and engineering advancements.

The vocational curriculums are written and adapted by the vocational specialists to meet the cognitive and language needs of hearing impaired students. The curriculums are implemented by certified teachers of vocational special needs/deaf students using Signed English for instructional purposes. The employability competencies adapted in the curriculums are reviewed every three years.

The life skills curriculum developed by The Boston School is utilized in conjunction with the vocational curriculum. Areas of study include language and communication skills, life skills reading, consumer math, science, and home and community.

The comprehensive job placement program is a major special service provided by the Horace Mann School for the Deaf. The work study coordinator places select junior and senior students in supervised in-house job placements to gain work experience prior to competitive employment.

The Horace Mann School operates a summer work experience program for hearing impaired students ages 14-21. Participants are paid minimum wage through funding from Action for Boston Community Development. They work in micrographics, business/computer lab, and building maintenance training programs.

The vocational and work study teachers develop and place senior work study students in competitive employment. Advisory Board member industries such as Honeywell, Bradlees, The Boston Company, Shawmut Bank, Almys, Burger King, and McDonald's are used extensively for Horace Mann students.

The job placement staff use the work study curriculum that includes the following documents and forms:

1. Curriculum Outline,
2. Contracts and Performance Evaluation Form,
3. Work study Checklist,
4. Work Study Student Objectives Form (Exhibit 77),
5. Work Adjustment Behavior Outline (Exhibit 78),
6. Sample format letters to student and parents concerning job opportunities, work schedule and requirements, and Supplemental Security Income (SSI) implications (Exhibit 79).

The Supported Employment Project is funded for three years through a grant from Boston University, Boston Public Schools and others. Multihandicapped hearing impaired students who are unable to make the transition to competitive employment in a work study situation are placed in an industry based, supported work environment at Honeywell Bull. Presently four students work from 11:00 a.m. to 3:00 p.m. five days per week at Honeywell Bull. The maximum number of students in this program is seven. Initial student training was held at the Industrial Arts Class and Honeywell plant.

A full time teacher of the deaf, an aide, a peer counselor (Horace Mann alumnus) paid by Boston Schools and a graduate student provide job training, support and supervision to transition these students from school to work. Staff were trained by company engineers. Circuit board assembly is the primary work performed but job assignments can be adjusted (e.g., janitorial duties) within the Honeywell plant. Students can move from the supported employment program to work study programs. (See Exhibit 80.)

During the 90 day work evaluation period at Honeywell, the students are considered temporary part time employees. They receive $6.75 per hour with no benefits. After the trial period a decision is made on the status and pay based on the performance and quality of their work not the quantity of their production. Evaluation reports continue every 30 days.

See Exhibit 81 for a detailed explanation of the procedures, forms, reports and "action steps" taken by the staff. Transportation to and from work is available but independent means are emphasized to the students.

Mandate Four: Counseling and Career Development

Horace Mann School students receive personal and vocational guidance and counseling services from a variety of sources. The program coordinator provides personal counseling as a certified guidance counselor for the deaf. The work study coordinator counsels students on career and postsecondary educational options. Each vocational teacher has a student caseload for job placement and follow up. The vocational staff provides individual job counseling in school and on the work site. All counseling is conducted in Total Communication (including sign language).

The certified social worker and psychologist from the Horace Mann Evaluation Unit provides personal and family counseling to individual students. A consulting psychologist for the deaf meets with individual students and provides group counseling on a weekly basis.

Mandate Five: Counseling for Transition

Horace Mann students begin the transition from school to work early in their high school careers. Career development and vocational skill training classes include field trips to various job sites. Vocational teachers offer part time after school job placement and followup to qualified freshmen, sophomores and juniors.

The vocational teachers provide close supervision and support to students in community employment. These services include the following:

1. Regularly scheduled followup,
2. Frequent site visits,
3. Job and personal counseling,
4. Job coaching,
5. Inservice training for industry personnel in hearing impairments, including basic sign language classes,
6. Crisis intervention,
7. Solving on-the-job problems,
8. Other services needed for students' transition to the world of work.

The work study coordinator maintains a close relationship with the Rehabilitation Counselor for the Deaf from the Massachusetts Rehabilitation Commission assigned to the Horace Mann School. The counselor opens the case for each senior. Counseling addresses personal rights, responsibilities, and vocational and support services for transition into employment. Due to the school's placement program, vocational rehabilitation services are related to support or supplemental student needs. Upon graduation, the students continue as clients of The Massachusetts Rehabilitation Commission and receive uninterrupted vocational services when necessary..

The Hubert Humphrey Occupational Resource Center provides career exploration and counseling regarding vocational programs not offered at Horace Mann School.

Mandate Six: Equal Access

All Horace Mann students are in vocational education classes or have the option of enrolling at the citywide Hubert Humphrey Occupational Resource Center, with a teacher of the deaf/interpreter for support. Students choose from 42 skill training areas available at the Resource Center. These programs are open to all Boston Public School students.

Horace Mann work study students have equal access to the world of work through part time competitive employment in area businesses participating in the Horace Mann School Industrial Advisory Board. Upon graduation, the vast majority of students continue as full time, paid employees in these industries.

The school is nondiscriminatory in relation to entrance requirements. Students are eligible for acceptance with a documented auditory dysfunction requiring visual presentation of instruction. Students are required to have a full evaluation and an appropriate, parentally approved Individual Educational Plan prior to enrollment.

Mandate Seven: Least Restrictive Environment

All Horace Mann High School students are eligible to attend Hubert Humphrey Occupational Resource Center and enroll in any of its forty-two vocational skill training areas.

Mandate Eight: Vocational Education/Special Education Coordination

Horace Mann School vocational teachers are certified special education teachers (Vocational Special Needs and/or teachers of the Deaf). The vocational teachers are responsible for teaching vocational skill development labs as well as the content involved in Sign Language and English. The work study teachers instruct functionally related academics (English, math, and reading).

Horace Mann teachers meet with other Boston School vocational education teachers in their occupational areas. Additional inservice training is being developed with Boston Public Schools' vocational education teachers.

Horace Mann staff meet with key business and industry personnel to keep up to date on employment and career trends.

Evidence of the Project's Effectiveness

Students' Performance While in School

Method/frequency of measurement

1. Skill training and work study competency checklists twice a year,
2. Teacher evaluation on file,
3. Report card grades four times a year,
4. Points earned for work study,
5. Grades on cumulative file. (Attendance is a measure for grading. Some students receive certificates of attendance instead of high school diploma.)

Number of special education students served by this project during 1985-86 who

graduated - 10
dropped vocational education classes, but stayed in school - 0
dropped out of school entirely - 0

Overall School Drop-out Rate

1985-1986	1986-1987
0%	1%

Post School Status of Former Students

Status	Number of Former Students 1985-1986	Number of Former Students 1986-1987
Competitive employment 35 hrs/wk or more	4	4
Competitive employment less than 35 hrs/wk	1	1
Enrolled in vocational technical institute (including one student enrolled at the Southwest Texas Collegiate Institute for the Deaf through funds from Massachusetts Rehabilitation Commission and Pell Grants)	3	3
Unemployed	1	
Returned to Puerto Rico	1	
Enrolled in four year college		3

Methods Used to follow up former special education students

Vocational teachers maintain periodic contact/supervision with alumni placed in industry for up to two years. A Massachusetts Rehabilitation Commission Counselor for the Deaf enrolls each senior student in his/her caseload and maintains frequent contact with Horace Mann Vocational Coordinator.

Additional Information

Honeywell Partnership

The Horace Mann School for the Deaf has a long standing partnership with the Honeywell Corporation. Special programs and donations are highlighted in the local and company media on a regular basis. (See Exhibit 82.) Cooperative efforts include school equipment maintenance, student incentives for staying in school, equipment donations, funding captioned programs, and providing part and full time jobs for students and graduates. Graduates working at Honeywell have the same percentage of success as other employees and hold jobs in five different work clusters.

Industrial Advisory Commission

Horace Mann School utilizes an Industrial Advisory Commission to advise the school on job trends, training, and psychosocial skills for job retention. The committee assists former students with job leads if they are laid off.

The Horace Mann Industrial Advisory Commission was initiated in 1978. To date there are over fifteen businesses and industries involved in the commission. Members include persons from rehabilitation, community based agencies, and special agencies. The committee meets regularly to advise the school on current job trends, training requirements, and psychosocial skills necessary for job retention. They assist vocational education staff with curriculum development to insure a dynamic, realistic and appropriate skill training program leading to full-time employment. Most important, the commission provides work study part-time employment for junior and senior students. The commission is responsible for a 80% job placement rate for Horace Mann students graduating from the school.

Local businesses and industries have donated well over $150,000.00 worth of equipment and supplies to the vocational programs to insure current, state of the art job training.

Rainbow Place

The Rainbow Place is a student operated school store since 1984. The store is part of the marketing and distributive education program. (See Exhibit 83.) The Rainbow Place is open for business daily for approximately one and a half hours. This store is run by the high school students. What appears as a business is also a classroom in disguise. Each of the students has a designated job. These include cashier, recorder for the inventory, security, bagger, salesperson and supply stock person. These assignments are given to the students according to their competencies and abilities. A careful record is kept by the teacher to ensure all students have an opportunity to learn each of the areas in the marketing and distribution class.

The teacher's role in the store classroom/business is troubleshooting. The teacher appears to be an onlooker. However, this is intentional so that students feel they are assuming the sole responsibility of running the store.

Independence and confidence are developed through this teaching method. The students know the teacher is available for information or problem solving. They are continuously encouraged to seek help when necessary. At the end of class the teacher discusses various issues that have occurred during the time that the store was open. Students are allowed to develop solutions to the store situations.

The teacher's goal is for students to learn marketing and distribution through hands-on training, independent decision making and co-teaching. These teaching methods allow students to attain maximum success in the working world.

A teacher-adapted JANUS interest inventory, Talent Assessment Program, and informal technique are used to evaluate the students by grade level.

A competency list of duties is used to teach the students all aspects of retail sales. (See Exhibit 84.) The competency list allows the teacher to know at all times where each of the students' understanding is in the program. The teacher develops the students' skills at an individual pace. The student becomes a student teacher in training when he or she becomes competent in one area. The student becomes more secure in his/her position and encourages independence, confidence and self-awareness. Acquiring the competencies results in vocational employment. Proper behavior, appropriate attitude toward customers, and prioritizing duties as a retail clerk are emphasized. Skills achieved are transferred to the student's community job placement.

Media Resources

A full time media staff person produces audiovisual presentations, public relations materials for the community and instructional materials for the Horace Mann School staff.

Excellence Awards

The Horace Mann School has recently been recognized as an exemplary program in various ways:

1. President's Citation Program for Private Sector Initiatives, given by the President of the United States,
2. Certificate of Appreciation from the Metro South/West Employment and Training Administration,
3. Handock Endowment for Academics, Recreation and Teaching,
4. Whole Scouting Family Commendation from the Boy Scouts of America,
5. The Exemplary Private School Recognition Project Council for American Private Education,
6. The Boston Plan for Excellence in the Public Schools, a Bank of Boston School Initiative Grant,

7. Massachusetts State Department of Education Commendable School Practice.

Other Factors that Make Horace Mann School for the Deaf Effective

This information is based on materials, observations, and interviews conducted by VSC staff during a site visit in the Spring of 1987.

Principal

1. Provide opportunities for teacher input to skill classes, scheduling, and adjustments.
2. Find seed money for a particular vocational program to see if it is a viable offering through the years. This "frees you" to seek matching dollars from business and industry.
3. Include a program evaluation component in the activities that have measurable items in place.
4. People make programs. Staff need to believe in programs and "buy into them."
5. Give staff time to develop the program. This takes more than one year.
6. The administrator must believe in vocational education.
7. Have faith in your staff.
8. Consider what will keep teachers at school and look to what can "better" them here.
9. The school committee (board of education) depends on the "handicapped professional" to provide quality educational services.

Director of Vocational Education

1. The school needs an "up front" staff person to relate to business and industry.
2. Business and industry want to make a profit and need competent workers.
3. Establish a professional contact system. Go out and make it happen. Make them believe in you. Start with a businesslike appearance.
4. When you say you will be there, be there.
5. Provide services to the community that you say you have available.
6. Use professional public relation efforts - media, presentations, and other high visibility means to get the word out on your school and students.

7. Identify state of the art industries and develop school labs from them.

8. The pay in work experience programs should be real dollars.

9. Career information starts in sixth grade, leading to career development in ninth grade.

10. Having vocational teachers out in the community has benefited the vocational classes, reduced staff turnover and provided long term teaching careers.

11. The Transition from school to work requires followup and ongoing support including during lay off times, understanding fringe benefits, and interacting with alumni, employers and supervisors.

12. Horace Mann School is a strong believer in early job/work experience.

Vocational Education Teachers

1. The administrators believe in vocational education and put together a good package of funding to implement and maintain programs.

2. Relate class instruction to job information. Teachers adapt Boston Public Schools curriculum by unit.

3. We need to deal more to help the adolescent accept his/her deafness.

4. Our students' parents have limited involvement and do not provide much feedback to us. The best teacher initiated contacts are job related and concerned with helping students develop realistic career goals.

5. If parents are non-English speaking or illiterate, school letters are read over the phone to them.

6. Special education training for vocational educators was very helpful.

7. Boston School curriculum changes in the past five years have emphasized job training, work experience, and coordinating vocational classes with available area jobs (e.g., the micrographics program).

8. We are providing all high schools with a computer vocational component by installing modems at each high school.

9. Learning packets were developed in word processing class in progressive order of difficulty. Each emphasizes previously learned skills and knowledge.

10. Vocational classes stress basic skills since jobs will change (e.g., due to the effect that computers have on jobs).

11. The Boston Schools' "Star" student recognition program helps motivate students.

12. The text "You're in the Job" from the Visual Education Corporation is great for job awareness and discussing actual job related situations (asking for a raise, changing jobs, grievance procedures, coffee break behavior).

13. Demonstrations and visuals are used extensively in vocational classes.

14. The IEP and daily skill training are based on what the student needs after graduation.

15. Using graduates as role models is highly successful.

16. If kids fail, be prepared to "retool" them on an individual basis.

17. All vocational staff work hard at staying current in their rapidly changing fields.

18. Horace Mann staff use the step method of decision making to help students maintain reality in work and career decisions.

Work Study Staff

1. Periodic meetings with vocational staff help to monitor the students' progress.

2. Extensive tutoring and modifying of teaching styles are used to meet student needs.

3. Team teaching with other work study and high school teachers is utilized to create "themes" for instruction and coordination.

4. "Zeroing in" on post high school needs has helped students become more successful.

Supported Work Program Staff

1. Teach students that work behavior and school behavior are different.

2. The supported work program held a kick-off dinner attended by all participants.

3. Teach students to take the initiative in their jobs. Focus especially on to students that have been over-protected in the past.

4. The redesigning of industry tools and equipment was done cooperatively by the school and Honeywell personnel.

5. Students who interviewed by the employers create an awareness on both sides.

6. The cooperative agreement between Horace Mann School and Honeywell Bull was based on the world of work, not academia. The linking of school and

industry is the major part of the working agreement. Flexibility is a main ingredient throughout.

7. Placement and followup services by Horace Mann staff were important components to use in selling the program to employers.

8. Students need additional training in understanding paychecks (e.g., less work time equals less pay).

9. Full time on site staff has been the crucial component. It would have been too great a burden on company supervisors, especially for crisis intervention.

10. Commitment from company management takes time and planning.

Considerations for Those Wishing to Replicate This Project

Administrative

1. An administrator must be committed to vocational education and to flexible scheduling.

2. An administrator for the vocational department must be assigned.

3. An ability to obtain federal, state and private funds is a major plus.

4. A willingness to take risks is very important.

Fiscal

The estimated startup cost is $200,000 per new skill training laboratory. The estimated maintenance cost is $100,000 per skill training laboratory.

Staffing

Assuming administrative, academic, and support staff are in place, it will take one teacher and one paraprofessional (plus consultants) per laboratory per 20 students to start. To sustain the program it will require one teacher and one paraprofessional per laboratory per 20 students.

Project Initiation Procedures

1. Conduct a needs assessment. Include current labor needs and student population needs.

2. Seek funding.

3. Contact businesses and industries with expertise in the new lab to be opened.

4. Obtain consultants from industry.

5. Solicit donations.

6. Hire and train new staff (or retrain existing staff).

Technical Assistance Available

Type

1. Project staff will travel to other sites.

2. Others may visit this site.

3. Brochures and a visual presentation and training manuals are available.

4. Conference and workshop presentations are also possibilities.

5. Staff will respond to telephone and mail inquiries.

For information on costs, contact the principal or the program director.

Instructional/Staff Development Materials Available

Type

1. **Brochure**
2. **Videotape**
3. **Training Manuals**

Cost

1. **None**
2. **Unknown at this time**
3. **Unknown at this time**

Ordering Procedures

Contact: Patrice DiNatale, Principal
or
Louis J. Bianchi, Program Director
Horace Mann School
40 Armington Street
Allston, MA 02134
(617) 787-5313

EXHIBIT 75

RUN DATE 10/15/86
PAGE 1.001

Boston Public Schools
Individualized Educational Plan

RE-EVALUATION MEETING HELD 9/29/86
PERIOD COVERED BY PLAN 9/86 TO 9/87
LIAISON NAME BORR, LESLIE
LIAISON POSITION TEACHER OF DEAF

STUDENT ID NUMBER
SCHOOL HORACE MANN SCHOOL GR. 12
PROTOTYPE 502.4 MAJOR SRV TYPE H4
MINOR SRV TYPES NONE

STUDENT NAME
PARENT/GUARDIAN NAME
STUDENT SEX F BIRTHDATE
ADDRESS
CITY CODMAN SO-DOR ZIP CODE 02124
HOME PHONE WORK PHONE

RACE HISPANIC
STUDENT'S DOMINANT LANG SPANISH
STUDENTS HOME LANG ENGLISH
LAU CATEGORY PREDOM ENGLISH
LAU STEP 0

TEAM PARTICIPANTS

NAME	ROLE DESCRIPTION	SIGNATURES (ON FILE)
Weingroff, Marianne	ETL Chair	
Tuttle, Karin S.	Psychologist	
Loughlin, Rita M.	School Nurse	
Mazzotta, Mary G.	Teacher of Deaf	
Zane, Robin L.	Teacher of Deaf	
Roman, Andrea	Parent	
Owen, Rebeca B.	Liaison	
Borr, Leslie R.	Teacher of Deaf	
Recchia, Jayne	Audiologist	

I certify that the goals stated in this plan are those recommended by the team and that the indicated services will be provided.

PRINCIPAL DINATALE, PATRICE DATE 10/15/86 SP ED ADMIN WEINGROFF, MARIANN

DATE 10/15/86

If placement outside the local education agency is recommended, I certify that the facility is able to provide the services stated in this plan.

DIRECTOR OF DATE

= RESPONSE

DATE 10/27/86 COMMENT

I ACCEPT THE EDUCATIONAL PLAN ____________________

I DO NOT ACCEPT THE EDUCATIONAL PLAN ______________

I POSTPONE A DECISION UNTIL AN
INDEPENDENT EVALUATION IS
COMPLETED ____________________________________

EXHIBIT 75, contd.

DATE(S) IEP PRESENTED: DATE IEP FULLY IMPLEMENTED
STUDENT NAME I.D. NUMBER MEETING DATE 9/29/86
PAGE 2.A.001

STUDENT PROFILE

STRENGTHS	WEAKNESSES	LEARNING STYLE	PHYSICAL CONSTRAINTS
ATTENTION SPAN	HEARING LOSS	TOTAL COMMUNICATIONS	WEARS HEARING AID
RECREATIONAL SKILLS	DEPENDABILITY	ALL CHANNELS	CRITICAL HEARING
OUTGOING	PEER RELATIONSHIPS		CRITICAL SPEECH

STUDENT IS NOT ON MEDICATION

PROMOTIONAL POLICY: YES ATTENDANCE: YES REPORT CARD: YES FINAL EXAM: NO
DEGREE OF READING POWER: NO

COMMENTS:

She requires a small structured classroom taught by a teacher of the deaf. Emphasis will be on academics and vocational skill training. Work study program includes half time supervised placement in job outside of school. Reading/language CRT level 3 passing at 50%. Writing CRT level 3 passing at 50%. Math CRT level 3 passing at 50%. DRP substituted by Brigance reading comprehension level 2 with 50% achieved by 12th grade. The Horace Mann School Behavior Management System, as described in the school based rules and the rules and regulations of the Boston Public Schools, as described in the code of discipline and the standards of behavior, will be implemented.

ADDITIONAL INFORMATION

- RECOMMENDED MAINSTREAM CLASSES -	PHYSICAL EDUCATION ADAPTATIONS
NONE RECOMMENDED NO MAINST	NONE REQUIRED
COST SHARING: NONE	CONTACT PERSON:

MINIMUM COMPETENCY WILL BE ADMINISTERED THIS YEAR IN:
MINIMUM COMPETENCY WILL NOT BE ADMINISTERED THIS YEAR IN: READING MATH WRITING LISTENING

COMMENTS:

Inappropriate due to handicapping conditions

RE-EVALUATION HAS NOT BEEN REQUESTED. PROGRESS REPORTS DUE:
FIRST ANNUAL REVIEW DUE: 9/87 FIRST: 2/87
SECOND ANNUAL REVIEW DUE: 9/88 SECOND: 9/87
RE-EVALUATION OF IEP DUE: 9/89

EXHIBIT 75, contd.

OTHER IEP COMPONENTS INCLUDE THE FOLLOWING:

1. Special education service delivery,
2. Current performances level and teaching approach and methodology for each general goal,
3. Specific student-centered objectives.

EXHIBIT 76

Micrographics
Student Competencies Checklist

STUDENT:

KEY

CPTS Can perform task with supervision.
CPTOS Can perform task without (minimal) supervision.
INDPT Independently perform task.
SUPV Can supervise others.

AREA TO BE MASTERED	CPTS	CPTOS	INDPT	SUPV
Micrographic Careers				
Reader Operating				
Reader Retrieval				
Reader Printer				
Reader Printer Maintenance				
Document Preparation				
Camera Planetary				
Camera Rotary				
Camera Step and Repeat				
Film Handling				
Document Preparation				
Film Processing				
Inspection Techniques				
Jacket Filler				
Jacket Inspections				
Duplication Procedures				
Diazo Exposure				
Diazo Developing				
Chemical Safety				
Equipment Safety				
Document Filing				
Customer Interface				
Career Awareness and Interviewing Techniques				

EXHIBIT 77

Assessment and Curriculum Objectives for Multihandicapped Deaf Student/Independent Living Skills

Specific objectives in a computer format are available for the following areas. A checklist for sign language, speech, and print communication accompanies the specific objectives.

Personal Management

1. Self Identity
2. Bathing
3. Grooming
4. Health
5. Sex Education

Consumer Skills

1. Cooking
2. Shopping
3. Clothing Care
4. Home Management
5. Money Management
6. Consumerism
7. Work Related Money
8. Banking

Mathematics

1. Math Concepts and Counting
2. Calendar Skills
3. Time
4. Temperature
5. Measurement

Communication Skills

1. Essential Written Information
2. Interpreter Services
3. Special Equipment for the Deaf
4. General Communication Development
5. Oral Communication

Interpersonal Relationships

1. Etiquette
2. Personality/Peers
3. Family
4. Community Figures
5. Recreation and Hobbies

EXHIBIT 77, contd.

Community Skills and Services

1. Organizations
2. Employment
3. Transportation Skills
4. Work Adjustment Behaviors

Functionally Related Academic Skills

EXHIBIT 78

Outline of Work Adjustment Behaviors

Topics to be discussed/addressed in work study group:

Difference Between Hourly and Full-Time Workers

1. Schedule, breaks, vacation
2. Benefits, perks, seniority
3. Respect for older, experienced workers
4. Accepting your status
5. Healthy attitude toward others

How to Express Job Dissatisfaction

1. When
2. To whom
3. How - appropriate approach
4. "Giving new job a chance"

Changing Jobs

1. Promotion
2. Who to ask
3. How to ask
4. Time frames

Overtime

1. Refusing/accepting
2. Decision-making exercises
3. Requesting
4. Needing more work

Slow Times

1. Asking for more work
2. Finding supervisor when task is complete
3. Showing initiative
4. Recognizing things that need to be done
5. Working while others are on break

Socializing on the Job

1. Appropriate times
2. With whom (deaf/hearing coworkers)
3. Appropriate topics of conversation
4. Expressing feelings about others to coworkers
    a) problems with teamwork
    b) personality differences

EXHIBIT 78, contd.

Complaints About Supervisor/Boss

Getting Through Tedious Tasks

1. Some parts of any job are more fun, more interesting than others
2. Coping mechanisms

The Right Channels

1. Hierarchy
2. Coming to work supervisor (Horace Mann) to check first, before discussing a situation

Learning to HOLD the Situation in Check Until the Proper Person Can be Spoken With

Controlling Anger/Other Inappropriate Emotions at Work

Vacation

1. Proper approach for requesting time, place, role-playing of language
2. Requesting in advance
3. Using a calendar when meeting with the boss
4. Writing dates and double-checking with boss and school
5. Assuming responsibility for returning on the proper day
6. Working during school vacations
7. Coming to school during "work vacation" days
8. Knowing vacation policy before asking - are you due? vacation time frame, limits?, specific requests
9. Planning a vacation

Quitting

1. Knowing why you want to quit
2. Rationally discussing reasons for quitting
3. Appropriate reasons for quitting
4. Inappropriate reasons for quitting
5. Assuming personal responsibility for reasons
6. Discussing reasons with work supervisor at school and at job site
7. Two week notice
8. Letter of resignation and thank you
9. Timelines for holding a job before

Layoffs

1. Reasons for layoffs
2. Procedures
3. Benefits due
4. Consequences
5. Looking for a new job

EXHIBIT 78, contd.

Honesty

1. Importance of time card and not tampering with it
2. Employee theft
3. Honesty in relaying a situation to supervisor
4. With others employees

Discipline at Work

1. Warnings - informal, formal, procedures
2. Suspension - reasons for and consequences
3. Fired - reasons for and consequences
4. Consequences of above
5. Understanding and obeying rules at work
    a) safety rules
    b) rules of discipline

Interpersonal Skills/Attitudes

1. Getting along coworkers - deaf, hearing
2. Cooperative spirit
3. Getting along with customers
4. Getting along with the boss/management

Success at Work

1. Job upgrading, "posting up"
2. Long range happiness
3. Future goals at work
4. Financial independence
5. Guest speakers - role models - alumni

Making a Good First Impression

1. After the interview
2. Getting used to a new job
3. Who and what to ask

Career Planning

1. Time line of working years
2. Short term and long range goals
3. Value of work experience
    a) volunteer
    b) temporary jobs
    c) permanent jobs
    d) part time, full time jobs
4. Financial reality in jobs
5. Salaries - estimating earnings in different jobs

EXHIBIT 78, contd.

Punctuality on the Job

1. Accepting personal responsibility
2. Exercising self-discipline
3. Time planning
4. Warnings - consequences
5. Acceptable excuses
6. Non-acceptable excuses

Attendance - Absence

1. Accepting personal responsibility
2. Dependability
3. Frequency/duration of absence
4. Using personal days, sick leave
5. Acceptable excuses
6. Non-acceptable excuses
7. Consequences of absence
    a) loss of pay
    b) termination
8. Ways to notify the boss of absence

Good Work Quality

1. Attitude, pride, initiative
2. Attention, effort
3. Competency, skill development
4. Asking for help

Work Rules

1. Differences from job to job
2. Reasons for rules - health, safety, production
3. Obeying work rules
    a) time limits for breaks, lunch
    b) signing in and out
4. Consequences of breaking rules

Solving on the Job Problems

1. Develop examples of problems
2. Specific situations causing problems
3. Who to talk to about the problem
4. Develop various ways to solve the problem

Counseling - Personal and Job Related

1. How to know when you need it
2. How to get it, from whom
3. What counseling will and will not do

EXHIBIT 78, contd.

Decision Making

1. Personal, life choices and decisions
2. Career related decisions

Academic Transition

1. Application
2. Paycheck computation and vocabulary
3. Transportation math
4. Vocabulary for restroom: several different names, how to ask to leave the work area
5. Functional signs
6. Note writing: requests, questions, information
   a) asking for vocation, day off, to leave early
   b) clarifying information
   c) requesting assistance
   d) asking someone to make a phone call for you
   e) requesting overtime, refusing overtime
7. Abbreviations for personal titles: ATTY, etc.
8. Abbreviations for work site vocabulary, functional signs vocabulary
9. Estimation skills
10. Metrics
11. Sequencing, matching, sorting
12. Locating coordinates
13. Reading cursive handwriting
14. Looking up words in the dictionary
15. Money
    a) making change
    b) budgeting
    c) gross vs net
    d) "chipping in" for things at work
    e) splitting an "out to lunch" check
    f) tipping
    g) use of vending machines (food, dollar changer)
16. "Hours of operation" - stores, businesses, checking ahead before going
17. Entrance to worksite - security (during the week vs weekends or off hours or overtime)

Postsecondary Education

1. Vocational vs liberal arts
2. Technical schools, community colleges, colleges
3. Reasons for attending
4. College counseling, applications

EXHIBIT 79

Job Opportunity Letter to Student/Parent

Dear ________________________,

A job has become available for ______________________ at ___________________ __________________. ________________________ would begin work on __________ and work from ________________ to ________________________________.

The pay will be ___________ an hour. _________________ will be responsible for his/her own transportation to and from work.

It is important that ____________________ have a work experience that will allow him/her to work independently with and without immediate supervision. The school will supervise and support your son/daughter at work to ensure every possible success.

We feel that the work experience gained in this program is important for __________________. It will help him/her learn and demonstrate the values of attendance and punctuality, cooperation, initiative, and dependability on the job. Hopefully this work experience will help ____________________ develop skills, habits, attitudes, and personal characteristics necessary for career entry.

We need your permission for _______________ to participate in this program. If you have any questions please call us at 787-5313 or 254-4350. Please sign below to indicate that you have read this letter and give your permission for ________________'s participation.

___________________________, Vocational Teacher

I have read this letter and give permission for ____________________ to participate in a job experience at ____________________________________.

Parent signature ________________________________
Date ______________________

EXHIBIT 79, contd.

Job Information for Student/Parent

Dear Parent of ___________________________,

Now that _____________________ has a job at _________________________________, there are some very important facts you should fully understand.

__________________'s work schedule will be:

Monday _____________________
Tuesday ____________________
Wednesday __________________
Thursday ___________________
Friday _____________________
Saturday ___________________
Sunday _____________________

Attendance and punctuality are very important. The employer expects __________ to be at work EVERY DAY, ON TIME. Personal illness is the only acceptable excuse for missing work. If ___________________ is sick and cannot go to work, someone MUST CALL THE BOSS and tell him that ______________________ will be absent from work that day. You must call the boss every day _______________ will miss work. You should call as early in the day as possible. The work telephone is ________________________. Ask for ____________________ (Supervisor).

____________________ is expected to work his regular schedule during school vacations. Vacation from school does not mean vacation from work. It is __________________'s responsibility to know and follow his work schedule during school vacations. Failure to work during school vacation will result in loss of the job.

This work study job is intended to give ______________________ a realistic work experience in preparation for the world of work. Your cooperation and support are essential to _____________________'s success at work.

Yours truly,

Vocational Teacher

I have read this letter and agree to support _________________ in his work study job.

Parent signature _______________________
Date _______________________

EXHIBIT 79, contd.

Letter to Student/Parent Concerning Supplemental Security Income (SSI)

Dear ______________________,

Now that _________________ has begun a part-time job, you should be aware of your responsibility regarding your son/daughter's SSI payments.

The fact that he/she has paid employment will not necessarily mean the end of SSI payments. An SSI recipient is allowed to earn up to $65 a month without affecting SSI benefits. After that, SSI benefits are reduced slightly depending on the amount of money earned.

Your responsibility is to notify the SSI office immediately, and tell them that your son/daughter has started a part-time job. Then you must report the amount he/she earns monthly. The SSI office will adjust the checks accordingly.

If this procedure is not followed, it could lead to overpayment of SSI and confusion at a later date.

The part-time employment should not affect Medicaid payments.

The goal of our program is independence and sustained employment for your son/daughter.

We feel the benefits the work study student gains from paid, part-time employment are strong supplements to SSI. Also, the money your son/daughter earns at work will offset any overall reduction in SSI payments.

Yours truly,

Ann Levis
Work Study Coordinator

EXHIBIT 80

PROGRAM MISSION

The program has been funded by the Office of Special Education and Rehabilitation Services of the United States Department of Education, and by the Massachusetts Department of Occupational Education, as a cooperative effort among special education, business and industry, and Boston University. The overall mission of the program is to develop, implement, and demonstrate a model transition program to increase the employability, independence, and community integration of severely disabled students. As a model program, our focus is to develop effective strategies having a direct impact on special needs students, as well as to disseminate program models that may be used by other schools, school systems, and business and industry.

The Transition Skill Development and Supported Work Program
is supported by

Honeywell Information Systems, Inc.

Raytheon Company

Information Technology, Inc.

International Center for Industry, Labor and Rehabilitation

Massachusetts Projects with Industry, Inc.

Perkins Projects with Industry

Massachusetts Rehabilitation Commission

Massachusetts Commission for the Blind

Boston Public Schools

and

Boston University

The TRANSITION SKILL DEVELOPMENT and SUPPORTED WORK PROGRAM

A Model Transition Program
to Help Students with Severe Special Needs
Make a Successful Transition
From School to Work and Independent Living

A cooperative program of

The Horace Mann School
for the Deaf and Hearing Impaired

The Perkins School for the Blind

Honeywell Information Systems, Inc.

and

Department of Rehabilitiation Counseling
Sargent College of Allied Health Professions
Boston University

Sponsored by

Office of Special Education
and Rehabilitation Services
United States Department of Education

and

Massachusetts Department of Occupational Education

The
TRANSITION SKILL DEVELOPMENT and SUPPORTED WORK PROGRAM

What Is the Purpose of the Transition Program?

Although special education is taking increased responsibility for preparing students with severe disability for work, over 75 percent of the students with special needs are either unemployed or underemployed after graduation. In addition, students and families often find themselves unable to access the adult agencies that provide the specific services they need to be more independent.

The Transition Skill Development and Supported Work Program is designed to provide specialized training for students with severe disabilities that will enable them to participate more fully in the community and in meaningful employment. The focus of the program is comprehensive, involving schools and community and social service agencies in a coordinated effort of transition planning and skill development.

Who Will Participate in the Program?

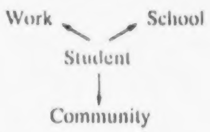
The program is designed for severely handicapped students, including the deaf-blind, in the Middle and High School levels who typically have not been considered capable of competitive employment, or who have had difficulty maintaining employment after graduation.

What Are the Components of the Transition Program?

The program promotes successful work and community integration by involving the student in the following skill-based transition components:

- Functional Transition Assessment and Planning, which begins in the Middle School and continues through High School. Individualized performance objectives are based on assessment of:
  - Vocational skills and abilities
  - Vocational interests
  - Work adjustment behaviors
  - Functional academics
  - Interpersonal and social skills
  - Community and leisure skills

- Community-Referenced Curriculum Training to provide skill development in the specific work and community environments in which the student will be functioning, including



- Direct Work Experience in a variety of industrial job sites, with graduated levels of support and accommodations such as:

Job simulations	Job shadowing
Supported work	Work crews
Summer employment	Work study

Independent competitive work

- Transitional Job Placement and follow-up to provide the student with a structured program by which to identify, obtain, and maintain employment. Students learn how to:
  - –identify employment resources
  - –use job search techniques
  - –contact employers
  - –complete job applications
  - –follow interview procedures
  - –employ effective job-lead follow-up strategies

- Involvement of Community Resources in Post-employment Activity. Students and families learn to use resources such as the Massachusetts Rehabilitation Commission, the Commission of the Blind, the Social Security Administration, Projects with Industry, the Bureau of Transition Planning, the Private Industries Council, and many others.

What Are the Benefits of the Program?

Students – will gain realistic work experience, an increase in marketable skills, a better understanding of the demands of work, and a systematic plan to ensure a smooth transition from school to adult and working life.

Parents – will better understand the work potential of the student and be better able to access the necessary adult services available in the community.

Community – will have a better understanding of the capabilities of special needs students to be productive workers and participants in the community.

Business – will have an available labor force that is trained in job skills for which there is a favorable employment outlook.

Education – will have a model of how to develop functional alliances with business and industry, as well as specific programmatic descriptions that will highlight students' abilities to develop meaningful participation in the community.

For further information contact:

Norman C. Hursh, Sc.D.
Project Director
Department of Rehabilitation Counseling
Sargent College of Allied Health Professions
Boston University
Boston, Massachusetts 02215

617/353-2725

EXHIBIT 81

Supported Work Environment Project

The following is a concise step by step explanation of how the Supported Work Project is being "put into action" successfully. Examples of communications and reports are included to help clarify how the program operates.

1. It is imperative to maintain a daily log. Write down student progress each day, specific tasks students worked on, and behavioral problems which may have occurred. Note positive and negative aspects of the work day. Record who you met with, and the reasons for meeting. Be sure to include any employer reservations or concerns that may be communicated. Begin the log when students begin school. Record all steps taken to prepare each student for supported work.

2. The teacher meets with business liaison for a tour of facility. He or she looks at several jobs to develop familiarity with what the business is and how it operates as a whole. View jobs with intent of matching a job to the student: "job analysis".

3. Prepare a "student profile" for each student. Be concise and honest. Present the profile to the supervisor and other pertinent staff (Attachment A). Meet with the business liaison and openly discuss each student. Decide on an appropriate job for training based on this information. Do not give any false expectations.

4. Decide on a pay schedule for the students. Set up a time period for "raises". For example: $2.80/hr. days 1-30; $3.35 days 31-90. After day 90, students could be chosen for work study at $6.35 /hr. depending on success rate of individual students.

5. Write thank you letters to the director of operations and expanded staff. This is imperative. The teacher must develop positive "P.R." with all in the business who will be involved with students.

6. Write a letter of request for proposed "space" for "work area" for teacher. The teacher should explain what an optimal area would include (i.e., TTY, phone, desk).

7. Develop a descriptive letter for parents explaining the program. Explain all pertinent aspects that parents need to be aware of. Have parents sign the letter granting them permission for the student to participate, and return it to school. Keep it on file (Attachment B).

8. The teacher and staff involved with the student (graduate students, aide, peer counselor) and students take a tour of the business environment. Observe workers, tour the cafeteria, and locate bathrooms.

9. The business liaison and/or teacher gives an overview of what the teacher's role in the program will be to supervisors/personnel who will be in direct contact with students. Clear up any concerns or

EXHIBIT 81, contd.

reservations. It is imperative that the teacher "relate" well to business employees.

10. The teacher and any staff assisting with training participate in thorough training session provided through the business. The teacher et. al. must learn specific jobs that students will be trained in and demonstrate mastery before any teaching of skills to students is initiated. In this program, the approximate time allotted for training is ten hours. The teacher must be given time during the school day to attend training sessions.

11. Maintain a log of all meetings related to the grant. Include the date, who you met with, the topic, and the length of the meeting. The teacher must be thoroughly knowledgeable of all aspects of the grant.

12. There must be regular communication evident between business/school/university. Meetings should enable discussion of any concerns whatsoever regarding development of the program. A system of protocol must be developed for communication purposes. One person from each discipline must be contacted regarding meetings - where, when, etc.

13. Before students begin the program, have them write thank you letters to the business liaison.

14. Before beginning the program, provide each student with ample time to develop competence with the job he or she will be doing. In this case, students "practiced" with circuit boards, components and tools five days a week, one hour per day for approximately three weeks. Practice sessions were held in the vocational shop and used materials given to the school by Honeywell.

15. While training in school for the job, provide classroom time to explain rules and regulations of the company where students will be working. Adjust any given materials for specific student needs. The Employee Handbook was rewritten to include work procedures, paycheck information, work rules, absences, Honeywell policies, and proper conduct on the job. The printed wire assembly training program was rewritten. Parents receive a copy of the work rules and Employee Handbook with coding, details and drawings to help students learn and maintain quality and quantity of work.

16. The business liaison from Honeywell and the verification specialist come to school to observe students performing tasks they have been trained for. Together they decide if students are skilled appropriately to begin supported work.

17. Students send or give completed company applications to the business liaison for approval.

18. On the first day of the supported work program, students individually interview with the business liaison. Expectations are explained to students.

EXHIBIT 81, contd.

19. Teacher's communication responsibilities:

   a) Weekly Work Summaries. These describe each student's strengths and weaknesses exhibited during the work week, behavioral problems exhibited, and types of skills worked on. It is important to be as objective as possible.

   b) Monthly Report. At the completion of every four weeks of work, develop a report based on the four weekly work summaries.

   c) Weekly Evaluations. Using the work study performance checklist developed at Horace Mann, complete the psychosocial and vocational skills categories based on individual students week of work.

   d) Monthly Evaluations. At the end of every four weeks of work, complete the monthly form based on an "average" of four weekly evaluations.

   e) Parent Letters. A weekly/biweekly letter is sent to parents explaining how their student is doing in the program. Avoid technical explanations for parents with limited language. The letter should be signed by the parent, and the student must bring it to the teacher.

   Copies of 1 through 4 should be sent to:

   a) Business Liaison,
   b) Immediate Supervisors,
   c) Coordinator of High School Program (Vocational),
   d) University Specialist in Vocational Rehabilitation,
   e) Grant files.

   Parents receive copies of 3 and 4, sign them and return to teacher to file. Teacher must make contact with supervisors/personnel involved with students. This should be done intuitively. A positive relationship with business personnel must exist.

20. It is vital to maintain files for the supported work program. Following is a complete list of files initiated thus far:

   a) Weekly Evaluations. File all work study performance checklists.

   b) Monthly Evaluations. File all work study performance checklists based on "average" of four weeks work.

   c) Work study Letters/Forms. File any forms utilized.

   d) Weekly Work Summaries. File all summaries.

   e) Monthly Work Summaries. File all based on four weeks work.

EXHIBIT 81, contd.

f) Parent Communication. File all originals of parent letters. Be sure a parent has signed them. File copies of weekly and monthly work study performance checklists. Be sure a parent has signed them.

g) SSI. Maintain totals of monthly earnings. At the end of the month send the total monthly earnings form to parents. It is their responsibility to notify SSI. The teacher must send the form explaining this to them at the beginning of the program.

h) Work Study Performance Checklist for Students/Parents. They receive copies of checklists maintained on students. This has been altered using simpler language. The teacher should go over evaluations with each student one to one on the Monday morning following the work week rated.

i) Student Handouts Related to Work Experience. Maintain copies of adjusted teaching information based on work.

j) Record of Hours and Attendance Records. Maintain efficient records of total hours for the week and attendance for the week.

k) Honeywell Work Related Information. Maintain originals of all information utilized in teaching students, e.g., a copy of the printed wire assembly training program and the Employee Handbook.

l) Public Relations. Maintain originals of any recognition (articles, letters, citations, pictures) that the program has received.

m) Grant Log. Document all meetings held that are related to program development.

n) Phone Numbers. List pertinent phone numbers of personnel/family of students directly involved with program.

o) Letters Written from Participating School, Business, and/or Industry. File all letters and communication mailed to the school, business or industry that are related to the program.

p) Job Analyses. Maintain a task analysis of jobs that students have mastered within printed wire assembly and maintenance and data entry.

q) Other files will be added as the program develops.

21. Prior to beginning their work day, students have a 75 minute daily for related academics. The teacher should also utilize this time to discuss problems or situations that arose the previous work day - "job counseling".

EXHIBIT 81, contd.

22. The teacher must be provided with support staff. The program at Horace Mann has a peer counselor (deaf role model) and two students in the vocational/rehabilitation field. Students are to be covered by staff at all times. Supervisors from business are not involved with training students. It is the teacher's and staff's full responsibility to train students and deal with behavioral concerns. If the teacher is absent, school administration will send a certified teacher of the deaf to cover students.

EXHIBIT 81, contd.

Attachment A

Student Profile
Sample

Name ______________________________ D.O.B. _________________

Educational Status
    Eleventh grade - may receive certificate of attendance in lieu of high school diploma - 6/88

Physical Factors
- Profoundly deaf
- Needs/uses sign language
- Poor lipreading skills
- Non-functional speech

Assessments
- Academic functioning - K-First grade
- Cognitive functioning - borderline range
- Understands simple sentences language processing problems; low vocabulary; visual memory deficits

Vocational Training Experience
- Industrial Arts Workshop
- Building Maintenance (Horace Mann)
- Building Maintenance (Summer Program)

Social Skills
- Lacks appropriate social skills
- Immature, negative behavior
- Poor personal hygiene

Limitations
- Tires easily
- Lacks perseverance
- Needs continuous supervision and encouragement
- Cannot work independently
- Low motivation
- overall depression

Family Status/History
- Illiterate mother - limited cognitively
- English speaking family
- Lives with mother and siblings - absent father
- Transient lifestyle - lacks family consistency and support

Possible Barriers to Successful Transition
- Attitude and lack of sociobehavioral skills
- Slow productivity rate

EXHIBIT 81, contd.

Attachment B

Parent Letter on Supported Employment

Dear Parent of ____________________________,

We are fortunate to have received some state and Federal money to begin a supported work project in conjunction with Honeywell Information Systems in Brighton.

Your son is one of four students who has been selected to participate in this project.

__________________ will be trained as an __________________________ at Honeywell.

Faculty from the Horace Mann School for the Deaf are:

Ms. Joan Curran teacher
Mr. Jeremiah Ford, teacher
Mr. Nelson Jacobs, aide/peer counselor
Ms. Deidre Sullivan, student teacher from Boston University.

They will be working at Honeywell with the students at all times. The teachers have been trained to teach the students the job they will perform at Honeywell. They also will teach related academics (English, Math, and Reading) and attitudinal skills necessary to gain and sustain employment.

Students will still be required to arrive at school by 9:00 a.m. The students will spend the morning learning related functional academics - Math, Reading and Language. We will leave school every day at 10:45 a.m. and walk to Honeywell (less than 1/2 mile from school). Students will punch in and begin work promptly at 11:00 a.m. Students will eat lunch with other employees in the Honeywell Cafeteria. The cafeteria serves hot and cold food at reasonable prices. Students must buy their lunch or bring lunch from home. The school cannot provide free lunch at Honeywell.

Students will work from 11:00 a.m. to 3:00 p.m. They will be dismissed from Honeywell and will be responsible for their own transportation home by MBTA.

Students will be working at Honeywell on a 90 day trial basis. For the first 30 days they will earn almost $3.00 an hour ($60.00) a week. For days 31-90 students will earn $3.35 an hour (minimum wage). This "raise" after 30 days depends on each student's attitude, attendance, and job performance. After 90 days _______________ will be evaluated by the Horace Mann teachers and Honeywell management to decide if he can be accepted into the Honeywell work study program. The hourly wage in the work study program is about $6.00 an hour. If attitude, attendance, and job performance are not acceptable after 90 days, ___________________ will not be able to participate. Acceptance into the Honeywell work study program DOES NOT guarantee full time employment at Honeywell.

EXHIBIT 81, contd.

Attachment B, contd.

Parental cooperation is ESSENTIAL to the success of the program. If _________________ is going to be absent from school you must call Horace Mann before 10:00 a.m. Please call 787-5313 or 254-4350 and leave a message for Ms. Curran stating why _______________ will not be at school and work. You must call every day he is absent. Ms. Curran will notify Honeywell.

Students in this program will follow the regular school calendar. They will not have to work during school vacations or holidays.

You will receive weekly reports from Ms. Curran on how __________________ is doing at work. You will be informed of any problems or concerns. Please feel free to contact Ms. Curran if you would like to talk to her.

Please sign the attached permission form indicating that you have read this letter and understand how the Supported Work Project will operate, and giving your son permission to participate.

Sincerely,

Louis Bianchi
High School Coordinator

Joan Curran
Teacher

I have read the letter and my son ______________________________, has my permission to take part in the Supported Work Project with the Horace Mann School for the Deaf and Honeywell.

Parent signature _____________________________

Date ____

EXHIBIT 82

Article from Honeywell Corporate Newsletter
Efforts Increase on Behalf of Deaf

Louis Bianchi, coordinator for the Horace Mann School for the Deaf and Hearing Impaired in Allston, Massachusetts, recently referred to Honeywell as "a pioneer in its work with the deaf." The occasion of his comment was the awarding of a $120,000 grant to WCVB (Channel 5) and WGBH (Channel 2) to support the television stations' closed-captioned newscasts. The captioned programming, a service to the deaf and hard of hearing, will begin airing in March, Monday through Friday, over WCVB's 6:00 p.m. news, its 7:30-8:00 p.m. CHRONICLE news magazine program, and WGBH's 10:00 p.m. news.

"We are particularly pleased to announce this grant," said Gene Manno, Group Vice President of Honeywell's Small Computer and Office Systems Group. "Honeywell feels that news programs are of vital importance to everyone. This support represents a major and formal commitment to assisting WCVB and WGBH in providing news to the deaf and hard of hearing."

The grant followed closely on the heels of a company equipment donation to the Horace Mann School. Valued at $60,000, the equipment includes 10 personal computers, a software package, teacher training, maintenance, and surplus furniture.

But Honeywell continues to support the eastern Massachusetts deaf community in other ways as well. It has, for example, the highest concentration of hearing impaired employees in the states as a result of its work with the Horace Mann School. The project began in 1977 when two hearing impaired students were offered a work study program at the Small Computer products division in the Brighton factory. Today, more than a dozen hearing impaired people are employed at the Brighton facility, as well as the Westwood and Waltham locations. In addition, Honeywell has donated a full-time job training center that provides training in electromechanical assembly.

"These hearing impaired employees have been mainstreamed into the work force in many areas: distribution, assembly, maintenance, micrographics, and clerical," said Fred Miola, production manager and Brighton's liaison with Horace Mann since 1977.

"And that partnership with the school has benefited Honeywell as much as the Boston school system," Fred said. "It's not a handout. The students and employees are good producers. All we did was give people an opportunity to work outside of a sheltered workshop environment. They did the rest."

Honeywell continues to help the deaf employees in Brighton feel more comfortable in their work environment. The company has installed special telephones for the deaf, upgraded safety requirements for hearing impaired employees, and conducted sign language classes for hearing employees.

There's no doubt that Honeywell will continue to lead the corporate community in its efforts on behalf of the deaf and hearing impaired.

EXHIBIT 83

Marketing and Distribution Curriculum

Academic Component

1. Improve communication,
2. Build vocabulary,
3. Develop reading comprehension,
4. Develop creative thinking and decision making,
5. Develop career awareness,
6. Improve math skills.

Vocational Hands-On Component - The Rainbow Place (school store)

Students' Responsibilities

1. Order materials to be sold in the store,
2. Operate cash register,
3. Understand money, change, exchange,
4. Demonstrate good salesmanship,
5. Store maintenance,
6. Arrange store layout and display,
7. Write advertisements,
8. Balance accounts,
9. Write and pay bills,
10. Write checks,
11. Keep accurate inventory.

Work Study and After School Component-Employment in the "Real World"

1. At Bradlees the responsibilities are varied and very similar to The Rainbow Place.

2. At Almy's the responsibilities are clerical, matching invoices and word processing.

The Marketing and Distribution Curriculum is spiral in nature. The middle school students operate the store when the store is not open. They do behind the scenes operations that allow the store to function smoothly when it is open. The high school students operate the store when open. They are responsible for all operations when the store is open.

The Marketing and Distribution classes are responsible for distribution of all teacher supplies and book orders for the Horace Mann School for the Deaf and Hearing Impaired. Students must perform the following tasks:

1. Read invoices,
2. Read purchase orders,
3. Read teacher supply lists,
4. Distribute these materials accurately and quickly to the correct teachers,
5. Work independently.

EXHIBIT 84

The Rainbow Place - Competency List

Middle School

1. Changing prices on the pricing gun,
2. Price items,
3. Take inventory,
4. Recover store,
5. Write bills,
6. Write checks,
7. Layout,
8. Clean store,
9. Change date on the cash register,
10. Count money from previous day,
11. Make starter money,
12. Set up cash register for the day,
13. Tally daily inventory sheet,
14. Record money information into ledger book,
15. Distribute supplies independently with pass,
16. Read teacher supply sheet,
17. Be able to collect supplies for teachers,
18. Read invoices,
19. Match invoices to original orders,
20. Make an order list from supplies that are running low (posted in the storage area),
21. Keep storage room in order and neat,
22. Understand display and organization of items in store,
23. Sizing clothing and keeping in order,
24. Window display,
25. Advertising,
26. Coupons,
27. Profits,
28. Read catalogue and properly order items,
29. Vocabulary words - see curriculum.

High School

1. Use the cash register,
2. Make change,
3. Salesmanship,
4. Security and careful watching,
5. Store maintenance,
6. Write charge accounts,
7. Communicate with deaf and hearing,
8. Develop positive attitude,
9. Aggressiveness in helping customers,
10. Count money,
11. Add money,
12. Answer questions,
13. Automatically stocking shelves as items are needed,

EXHIBIT 84, contd.

14. Advertisement,
15. Proper display,
16. Daily inventory listing,
17. Bagging properly.
18. Polite attitude,
19. Train a co-student to learn a new task,
20. Take inventory,
21. Use pricing machine,
22. Decision making,
23. Write bills,
24. The Rainbow Place - competency - middle school,
25. Changing prices on the pricing gun,
26. Price items,
27. Take inventory,
28. Recover store,
29. Write bills,
30. Write checks,
31. Layout,
32. Clean store,
33. Change date on the cash register,
34. Count money from previous day,
35. Make starter money,
36. Set up cash register for the day,
37. Tally daily inventory sheet,
38. Record money information into ledger book,
39. Distribute supplies independently with pass,
40. Read teacher supply sheet,
41. Be able to collect supplies for teachers,
42. Read invoices,
43. Match invoices to original orders,
44. Make an order list from supplies that are running low (posted in the storage area),
45. Keep storage room in order and neat,
46. Understand display and organization of items in store,
47. Sizing clothing and keeping in order,
48. Window display,
49. Advertising,
50. Coupons,
51. Profits,
52. Read catalogue and properly order items,
53. Vocabulary words - see curriculum.

VOCATIONAL ENTRY/EXIT LEVEL SKILLS PROJECT: AN INSTRUCTIONAL MANAGEMENT SYSTEM

Location:
Lake Area Vocational Technical School
Camdenton R-III District
P.O. Box 809
Camdenton, MO 65020
(314) 346-5651
(314) 346-4260

Contact Persons:
Dr. Sharon Price or
Mr. Larry Lutz
Lake Area Vocational
Technical School
Camdenton R-III District
P.O. Box 809
Camdenton, MO 65020
Dr. Price (314) 346-5651
Mr. Lutz (314) 346-4260

Background Information

Objectives

The project provides the following to all identified handicapped and disadvantaged students:

1. Career awareness for students in grades six through ten,
2. Guidance and motivation for vocational training and transition to the world of work,
3. Development of prevocational skills for students in grades six through ten,
4. Vocational exploration and evaluation for all students in grades nine and ten,
5. Appropriate vocational placement,
6. Adjusted curriculum, assistive devices and one to one supplemental instruction in vocational training settings,
7. Ongoing career planning assistance and guidance for individual students,
8. Transition to the world of work,
9. Utilization of outside agencies for direct assistance to students.

Key Features

1. Pre-assessment,
2. Instruction based on assessment,
3. Career education that is delivered earlier in the student's educational program than is traditional,

4. Improved prevocational and vocational instruction, and improved transition,

5. The staff, including a vocational evaluator, vocational resource educator (VRE) and VRE aide, who deliver ancillary/support services and work closely with vocational instructors and special education department chairpersons at both the junior and senior high schools,

6. Cooperation among parents, vocational staff, special education and regular program staff, administrators, and Board of Education,

7. Professional development activities,

8. Consulting services from Missouri LINC staff at the University of Missouri-Columbia,

9. Beneficial side effects from serving as a state model "Best Practices" Project that was shared with 600 Missouri educators.

Profile of Local Service Area

The Lake Area Vocational Technical School serves a two county area that includes three school districts. Students from this rural setting represent all strata of the socioeconomic scale. Due to the economic climate in this area and the size of its tourist industry, a segment of its population is quite mobile. During any given school year, several dozen students transfer into the county's school systems, while several dozen others transfer out. Because of high quality programs offered for special education students, many parents of special education students relocate to this area.

The Lake Area Vocational Technical School operates on a seven period school day. It offers vocational preparation to juniors and seniors in 17 areas:

1. Accounting,
2. Air conditioning/heating,
3. Auto body repair,
4. Building maintenance,
5. Business and office education,
6. Related office (seniors only),
7. Data processing,
8. Electronic trades,
9. Food service,
10. Graphics,
11. Health occupations,
12. Industrial electronics,
13. Marine mechanics,
14. Marketing/recreation/tourism (seniors only),
15. Marketing co-op work (seniors only),
16. Metal fabrication,
17. Small motors.

Staff Assigned to Project

Director of Special Programs - 10%

She has worked in the field 13 years, all of which were in her current position. Her Bachelor's degree is in elementary education. Her Master's degree is in administration and curriculum, and her Doctorate is in educational administration.

Vocational Director - 10%

He has worked eight years in the field, all of which were in his current position. His Bachelor's degree is in industrial education, and his Master's degree is in industrial education.

Vocational Resource Educator - 100%

He has worked in the field for seven years, all of which were in his current position. His Bachelor's degree is in elementary/special education. He is pursuing a Master's degree in vocational/special education.

Vocational Evaluator - 100%

She has been in the field four years, all of which were in her current position. She has a Master's degree in rehabilitation counseling.

High School Special Education Department Head - 50%

She has worked in the field for seven years, the last two of which were in her current position. Her Bachelor's degree is in special education with a focus on students who have behavior disturbances, learning disabilities, or mild mental retardation. She is enrolled in a special education graduate program.

Junior High Special Education Department Head - 20%

She has worked in the field for seven years, all of which were in her current position. Her Master's degree is in guidance and counseling, and she is enrolled in a special education administration doctoral program.

Vocational Resource Educator Aide - 50%

She has worked in the field for two years. She has a Bachelor's and Master's degree in accounting.

Financial Data

	1985-1986	1986-1987	1987-1988
PL 98-524 10% handicapped set aside	$18,536	$22,448	$14,241
PL 98-524 22% disadvantaged set aside	8,316	11,592	21,760
PL 94-142 discretionary funds	80	-0-	-0-
State funds	14,846	16,814	19,689
Local funds	16,500	17,500	19,000
TOTALS	$58,278	$68,354	$74,690

Examples of how the 10% handicapped setasides were used in 1985-1986

These funds were used to:

1. Employ a full time Vocational Resource Educator (VRE) to provide two sophomore classes with in-depth career exploration. The VRE coordinates services between vocational teachers, basic skills teachers, special educators and regular academic teachers, and helps provide curricular adjustments in vocational programs as needed.
2. Hire a full time vocational evaluator to evaluate ninth and tenth grade students and assess their skills in relation to the entry level skills needed for vocational programs in which the students are interested.
3. Hire a full time teacher's aide to provide supportive and tutorial services as needed for identified handicapped students.

Examples of how the 10% handicapped setasides were used in 1986-1987

These funds were used to:

1. Employ a full time Vocational Resource Educator to provide two sophomore classes with in-depth career exploration; coordinate services between vocational teachers, basic skills teachers, and regular academic teachers; and provide curricular adjustments as needed in vocational programs.
2. Hire a quarter time vocational evaluator to evaluate ninth and tenth grade students and assess their skills in relation to the entry level skills needed for vocational programs in which the students are interested.
3. Hire a full time teacher's aide to provide supportive and tutorial services as needed for identified handicapped students.

Examples of how the 10% handicapped setasides were used in 1987-1988

These funds were used for the same purposes as above except the teacher's aide. This person is now paid for half of his time with Perkins funds so that he can provide supportive and tutorial services as needed for identified handicapped students.

Number of Special Education Students Served

	1985-1986	1986-1987	1987-1988 (estimate)
Mildly Mentally Retarded	11	9	12
Learning Disabled	31	23	31
Seriously Emotionally Disturbed	6	12	6

Orthopedically Impaired		1	0
Visually Handicapped	1	1	0
Other Health Impaired	0	1	2
Multi-Handicapped	1	0	2
TOTAL SERVED BY THIS PROJECT	50	47	53

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986	1986-1987
8	N/A	N/A
9	16	20
10	18	23
11	17	24
12	16	11

Estimated number of special education students served who also received assistance from ancillary agencies

Number of Students		Agency
1985-1986	1986-1987	
3	6	State/Federal Vocational Rehabilitation Program
1	3	Rehabilitation Facility/Sheltered Workshop
5	5	JTPA funded program
2	2	Department of Mental Health Counseling Center

Total number of vocational education courses completed by students served through this project

	1985-1986 Year Long	1986-1987 Year Long
Consumer and Homemaking Education	5	8
Marketing Education	2	2
Industrial/Technology Education	22	28
Specially Designed Vocational Program	1	2
Work Experience Program	2	5

Meeting the Perkins Act Mandates that Apply to Special Education Students

Mandate One: Notification

The project addresses this mandate in the following ways:

1. During eighth grade, all junior high language arts classes tour Lake Area Vocational Technical School (LAVTS). Each student then writes a paper to critique three vocational training areas of interest to him or her. The vocational counselor and the VRE conduct the tours.

2. At the spring IEP conferences, the seventh and eighth grade students and their parents receive the following information:

    a) A list of the vocational courses offered at LAVTS,

    b) A brochure about LAVTS that describes each vocational training area and its enrollment requirements,

    c) Information on the vocational exploration/evaluation experience that will occur during the freshman year,

    d) A description of how evaluation information will be communicated to parents.

    Participants also discuss the student's current career interests, necessary training and work experiences, and how those vocational experiences, goals and interests affect elective course options for the next two years of the student's educational program. Special and regular education staff and administration conduct these conferences.

Mandate Two: Assessment

The project addresses this mandate in the following ways:

1. Every identified handicapped ninth grade student receives these services:

    a) Each student works one to one with the vocational evaluator and explores at least three vocational training areas, while performing activities contained in the work sample for each area. See Exhibit 103 for a sample "evaluation letter" to parents, and Exhibit 104 for a description of the "Building Trades Evaluation Module Manual". The evaluation is interest-oriented and designed to acquaint each freshman with negotiable entry level skills for the chosen areas. (See Exhibit 105.) The evaluation also creates an opportunity for students to assess themselves in terms of their background experiences, abilities and interests. The junior high school special education department head and the vocational evaluator provide this service.

b) Evaluation information is explained to each student in a personal interview and discussed again with the student and parents during the spring IEP conference. (See Exhibit 106 for an example of an evaluation report.)

c) Evaluation information is used to guide program choices for the student's sophomore year.

The items listed in b and c above are planned and delivered by special education staff, the vocational evaluator and vocational instructors, in consultation with the Director of Special Programs.

2. Each identified handicapped tenth grade student receives these services:

    a) During the first semester of the sophomore year every student attends at least one semester of a daily class entitled "Vocational Preparation," conducted at LAVTS by the Vocational Resource Educator (VRE). It is a career exploration class, but also stresses the development of personal and social skills.

    b) During that same semester each student receives an individual evaluation and exploration experience that is six to twelve hours long. It is conducted by the vocational evaluator. She is assisted by vocational instructors. The student is encouraged to experience/explore at least three vocational areas.

    c) The vocational evaluator conducts personal counseling throughout the pre-assessment to help students assess their own skills, special interests, and job options available upon completion of a vocational training program.

    d) With completion of the work samples in the areas of choice, mastery of entry level skills is recorded.

    e) The student's preferred vocational training area is determined.

    f) Instruction is planned in order to teach specific vocational entry level skills that have not been mastered. This plan is agreed upon by students and their parents. Instruction is delivered during the second semester of the student's sophomore year. IEP revision statements record this process. The teacher uses instructional modules especially developed for teaching entry-level skills. This instruction is specifically based on the assessment results.

    g) Assessment of whether or not the student has mastered the above-mentioned entry-level skills occurs following instruction.

    h) Vocational placement is determined using all the individual evaluation data and data measuring the student's performance during follow-up instruction. A placement plan is determined for the student's junior year. This placement decision and planning occur during a spring IEP conference. Specific plans are written to accommodate students' special needs.

i) A tentative transition plan is drafted during this IEP conference. Long-range goals are established for the student's junior and senior studies, as well as post high school placement. All plans are recorded in the student's IEP.

The services listed above are planned and delivered by special and regular education staff, the vocational evaluator, and vocational instructors, in consultation with Director of Special Programs and Vocational Counselor.

Mandate Three: Special Services

LAVTS facilities comply with federal regulations on accessibility, safety, and class placements that are not sex biased. Special transportation and specific equipment and/or facility needs for an individual student are planned and recorded in the student's IEP.

Following a decision to place a student in a vocational education program, high school special education instructors work with the VRE and the VRE aide to plan the most appropriate instruction in the least restrictive environment. The plan is generally incorporated in the student's junior year IEP and may include the following:

1. One to one instructional assistance provided by the VRE and VRE aide,
2. Assistive devices that are obtained or developed by the VRE in cooperation with the vocational instructors,
3. Textbooks that are taped by the VRE, VRE aide or the special education staff,
4. Tests that are read to the student by the VRE or the VRE aide,
5. Curriculum adjustments that are developed by the VRE, vocational education staff, and special education staff.

Mandate Four: Guidance, Counseling and Career Development

Guidance, counseling and career development activities are integral parts of the project from the student's sixth grade career education experiences through his or her transition to the world of work. Each identified handicapped student begins formally addressing career choice, goals, training, work experience and special interests during the development of the IEP for his or her seventh grade program.

The sophomore class entitled "Vocational Preparation" ensures that each student receives on site exposure to all LAVTS programs. One week is spent studying the duties, salary options, working conditions and physical abilities needed for employment in each of the vocational areas for which training is offered at

LAVTS. In addition, individual evaluation offers one to one counseling, guidance and extensive information on career development activities relates to the three vocational areas that the student chooses to explore.

Throughout this process, each student receives assistance and coordinated guidance services from the following individuals:

1. VRE and VRE aide,
2. Vocational evaluator,
3. Special education staff,
4. Vocational education instructors,
5. Special education counselor,
6. Vocational counselor,
7. Director of Special Programs,
8. Professional staff from outside agencies, as deemed necessary and appropriate. These include Vocational Rehabilitation, sheltered workshops, Division of Family Services, and the community mental health agency.

A student's IEP team meets as frequently as necessary to plan and make necessary changes.

Mandate Five: Counseling for Transition

Each identified handicapped student who enrolls in a vocational program at LAVTS receives counseling services designed to facilitate the transition to post-school employment and career opportunities. Such services are delivered informally by the vocational counselor, job placement specialist, VRE and director of special programs and formally by the same staff and other members of the student's IEP team, including special education teachers and parents. The services of outside agencies are frequently used, depending upon the individual needs of each student. District personnel spend large blocks of time planning and coordinating the transition of every identified handicapped student.

The project also has a computer managed record of exit skills mastered by each student in his or her vocational program. Those lists are utilized in job placement and other transition activities. (See Exhibit 107 for a sample of these exit skill lists.)

Work study and part-time employment are planned, monitored, and coordinated by the school staff previously mentioned.

Frequently, school personnel help former students and their parents for several years.

Mandate Six: Equal Access

Camdenton R-III District, operator of the Lake Area Vocational Technical School, provides equal access to handicapped individuals, offers them a full range of vocational programs, occupationally specific courses of study, cooperative education and a work study program. The district's Director of Special Programs is responsible for assuring that the district complies, both in policy and practice, with all state and federal regulations governing access to programs, facilities, and so forth. She is also the contact person for grievances relative to those issues.

Mandate Seven: Least Restrictive Environment

All identified handicapped students are mainstreamed. Program planning to ensure that students are placed in the least restrictive environment occurs during each IEP conference. Students' special health or other physical needs, adult assistance or safety measures are addressed and made a part of the IEP An individual is designated to monitor student progress and success following implementation of the plan, and changes are made if necessary. A major component of the project is the flexibility with which the school's programs can offer accommodations, services and settings appropriate to individual needs.

The school's staff, as a result of much inservice training, has a positive attitude toward planning to meet all needs of handicapped students and has exhibited willingness to assume associated responsibilities. The Director of Special Programs is responsible for compliance with this mandate.

Mandate Eight: Vocational Education/Special Education Coordination

Over a three year period, the Entry Level Skills Project identified entry skills and developed pretraining instructional packages. It utilized periodic and extensive professional development activities for all vocational instructors, special education instructors (grades seven through twelve), the VRE, the vocational evaluator, the VRE aide, vocational and regular counselors, the vocational director, secondary administrators and the director of special programs. Several regular classroom instructors helped write the instructional modules for the entry level skills. Working as a team during a one week summer session, they systematically evaluated the vocational program using the following decision making system.

1. Identifications of "exit" skills. All information, skills and knowledge that the vocational instructor felt the student should have after completing the program were listed. Curriculums, lesson plans and texts were used as sources. The skills were then ranked and set aside for later reference.

2. Identification of "entry" skills. First, participants compiled an initial list of all information, skills and knowledge that the vocational instructor felt an entering student should have in order to participate in the specific vocational curriculum.

Then two instructors evaluated each skill listed to determine its merit or appropriateness as an entry skill. Questions such as the following were asked: "Is this skill necessary before beginning instruction in my class or would it just be 'nice' to have? Do I cover this material in the existing curriculum? Is it reasonable to expect a student to have this skill upon entry?" During this process a large number of "entry" skills were eliminated.

3. Determining relationship between entry and exit skills. The third step in the decision making process involved evaluating each entry level skill's importance relative to one another and then determining the relationship between an individual entry skill and each of the exit skills. The first part allowed the instructor to examine which skills he felt were most important for the student to possess prior to enrollment in that vocational area. The second part allowed the instructor to see to what degree an entry level skill was tied to an exit skill. Frequently an entry skill had no relationship with any of the exit skills. This allowed the instructor to further examine his entry list as well as his curriculum content.

At the conclusion of this process a list of entry level skills was formulated for each vocational area. (See Exhibit 105.) The entry skills were then ready to give to the special education teachers so they could develop pretraining modules.

In these modules, entry level skills are listed according to the vocational area for which they were developed. They are divided into five instructional areas: equipment, communication, computation, classroom behavior and physical.

There are four components in the pretraining instructional modules: task analysis sheets, instructional directions, worksheets and bibliographies.

Each task analysis sheet contains the sequential steps necessary to become competent in a specific skill. A duplicate of this sheet can be attached to the student's IEP.

The instructional directions for teaching each step listed on the task analysis sheet are only suggested beginnings. The instructor should develop additional instruction until a student has mastered a step before going to the next step.

Many worksheets were developed. They can be duplicated for use by student and teacher. These worksheets were meant to be used by the student under the direction of the teacher. They are not meant to be handed to students, completed by them on their own and turned in later. The worksheets, when done with the instructor's supervision, allow her to assess the student's grasp of the content as well as approach to the learning task. Misuse of these worksheets will prove frustrating to the student as well as to the teacher.

Missouri's Project LINC, a technical assistance center located at the University of Missouri-Columbia, has provided extensive consultant services, support and college-credit workshops, and continues to assist with long-term evaluation. The Camdenton District administrators and the VRE have also provided consultation and on-site assistance to sending schools.

All appropriate staff help develop plans for handicapped individuals. This planning is coordinated between appropriate representatives of vocational education and special education. Each staff member's role is clearly delineated.

Local inservice activities continue on both a formal and informal basis. When a new staff member must be hired, the interviewer discusses with applicant what their role in the project would be if they were selected. The director of special programs monitors the project in an effort to ensure that coordination is present and operational.

Evidence of the Project's Effectiveness

Students' Performance While in School

Grades Received by Handicapped Students in Vocational Classes

	1985-1986		1986-1987	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2
E	4	8	14	6
S	13	12	16	14
M	20	9	9	13
I	11	10	2	2
F	3	0	1	0
No credit	0	0	0	1
Dropouts	0	4	3	4
Transfers	0	5	0	0
Semester grads	0	3	0	2

Overall School Drop-out Rate for Grades Ten-Twelve

1985-1986	1986-1987
5.5% (34 of 617)	4.77% (30 of 629)

Post School Status of Former Students

Status	Percent of former students	
	1985-1986	1986-1987
Total percent of vocational students working competitive employment 35 hrs/wk or more or in post school training, including identified handicapped students	98%	97%

	Number of former students	
	1985-1986	1986-1987
Competitive employment 35 hrs/wk or more	15	10
Enrolled in vocational technical institute	1	2
Enrolled in community/junior college		
Enrolled in JTPA funded training programs		1
Employed at rehabilitation facility/workshop	2	
Unemployed		
Armed Forces	1	1

Additional Information

The following information is based on interviews and data collected during a site visit by VSC staff during the spring of 1987.

What Role Did You Play in Starting This Project?

Vocational Director

Larry Lutz, the Vocational Director, felt that something should be done to help special education students avoid being screened out of mainstream vocational education and help them succeed after enrollment. In 1980 the district obtained $18,204 in PL 94-142 discretionary money to address these issues. The district hired Carl Cameron and Jennifer DuPont from Missouri LINC as consultants. They facilitated a one-week workshop during the summer of 1980 for special education and vocational education teachers. Participants initially focused on exit skills. They worked together to specify what they wanted students to know at the completion of each vocational program. (See Exhibit 107.) Participants then examined how they taught students these skills. Next, the group focused on the entry level skills students would need for a given class. Sixteen vocational education and special education teachers worked together. "Entry" level skills, or "What do students really have to know?" became negotiable entry level skills. (See Exhibit 105.)

On their own time, staff polished the preliminary list of entry skills for at least one year. Two other vocational schools repeated this process. It didn't take them nearly as long, because they used Camdenton's methods and product as their baseline. Each vocational education teacher had a writeup of exit and entry level skills for his or her vocational area. Exit skills were reviewed by each vocational program's advisory committee. Special educators now paid attention to skills needed to enter programs, and noted post-school job goals.

The need for an evaluation system to ascertain students' entry skills became obvious. In 1981 Camdenton obtained $22,000 to set up an evaluation system. In reviewing the skill lists, staff said that they needed work samples in each vocational area. Teachers were paid or received college credit to develop these work samples during the summer. The district then hired a vocational evaluator. Staff still didn't have a clear conception of their final product. The evaluator helped them crystalize it.

The evaluator, Lisa Black, spends 18 hours per student per evaluation. She also computerized the record-keeping. The school district has expanded evaluation services to include disadvantaged students and single parents. "If the evaluation doesn't measure something we need or can use, don't do it."

Initially vocational education teachers were afraid they would get all handicapped students in their classes and they wouldn't be able to teach these students job skills and help them find employment. After the first year's one week skill development workshop, the Director of Special Programs, Sharon Price, conducted a one period per week awareness inservice for vocational teachers. She also showed them how they could get help from the Vocational Resource Educator, and pointed out special education students they had already worked with effectively.

"Very few vocational education students will master all skills so it is okay for special education students not to master some." Staff also found that not everyone entering class needed all of the entry level skills originally specified. Thus, entry level skills became "negotiable".

What is Your Current Role in Sustaining This Project?

Vocational Director

Larry handles the vocational education component and Sharon handles the special education component. The VRE is the key person maintaining this effort. He is the communication link with special education, vocational education, junior high teachers, and high school staff. He is pivotal in maintaining the program. Occasionally all involved (including Larry and Sharon) review its status and adjust as needed. The principal allows release time for students' evaluations.

Larry supervises the VRE and the evaluator. If these positions became vacant, he and Sharon would jointly hire replacements.

What are the Key Factors That Make This Project Effective?

Vocational Director and Director of Special Programs

1. Commitment from the top is number one.
2. Administrative cooperation is also very important.
3. All involved felt they could solve presenting problems.
4. Staff express a commitment to serve all children.
5. The school board, superintendent, director of special programs, and vocational director expect results.
6. Communication among administrators and staff is effective and ongoing.
7. All personnel involved in the project understand their roles and responsibilities.

Former President, School Board

The most important factors in effective special needs programming are:

1. The presence of a very qualified person (Sharon Price). The number one requirement is the presence of good administrators. Then let them do the job. If they don't, replace them. "I know what I want, but I'm not an expert at implementing it." Get good staff, allow them freedom to write a good program and administer it. Have a clear idea of the program, and then promote its implementation.

2. Policies must be developed to keep a close watch on the program's effectiveness.

3. A good working relationship between administrators, teachers and the special education administrator is crucial.

4. "An effective board must know what is going on. Be informed about your own education system, and make sure the parents know that you do a good job, and get results without being intrusive." He walked through the district's buildings and scheduled an had an instructional program for board members as part of each monthly meeting. The topics rotated among elementary, junior high, high school, and the vocational-technical school. The presenters included students and presentations highlighted specific programs. Initially (1980-81), Carl Cameron's graduate assistant presented the entry/exit skill effort to the board. Since then, four more entry/exit skills presentations were made to the board. Once, a vocational teacher also presented to the board how he used entry/exit skills.

Each board member was asked periodically to list ten things he or she would like to see happen in order to improve the school system. In addition, each principal reported teacher evaluation results to board members during an all day board meeting. Board members also visited classes during that time. The district also holds an annual board teacher meeting. The board pays for a dinner for all teachers and their spouses. There is also an annual board/teacher breakfast. Teachers get to know board members as human beings. The district develops an annual faculty yearbook for the school board so they can learn who staff members are.

Considerations for Those Wishing to Replicate This Project

Vocational Director

In initiating a project, you don't have to focus on the needs of every student and every staff person at the same time.

Job Placement Specialist

To start, make special education and vocational education work together like this project's initial 1980 week long session. One can't involve those who don't want to be involved. One needs administrative support and an interactive administrative staff first. A good evaluation is the key to students' success.

Technical Assistance Available

Consultant services are available from:

1. Project LINC - University of Missouri, Columbia, MO,
2. Missouri's Department of Elementary and Secondary Education, Special Education and Vocational Education Sections, Jefferson City, MO,
3. Lake Area Industries, Inc. Sheltered Workshop, Camdenton, MO,
4. Lake Area Vocational Technical School, Camdenton, MO.

The costs are negotiable. Contact representative of each organization from which you wish to obtain help.

Instructional/Staff Development Materials Available

Printed materials for sale include the following:

1. Lists of vocational entry and exit skills are available from Project LINC and the Instructional Materials lab at University of Missouri-Columbia (1-800-392-0533; 314-882-2713; 314-882-7261) on a cost recovery basis.
2. Lists of state Vocational Instructional Management System (VIMS) Competencies are available from the Vocational Section, Missouri Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102. Prices are established by the Department on a cost recovery basis.
3. Locally developed materials are available from Lake Area Vocational Technical School, P.O. Box 1409, Camdenton, MO 65020. Copies will be provided on a cost recovery basis.

EXHIBIT 103

Letter to Parents

Lake Area Vocational-Technical School
Camdenton R-III Schools

1986-87

Dear Parent:

During the school year, your child will be given the opportunity to attend the Vocational Evaluation Lab located in the Lake Area Vocational-Technical School. During these evaluations, students have the chance to try work samples from a variety of jobs. These experiences help to provide realistic information on behaviors, attitudes, and skills necessary to succeed in the work world. This lab experience also helps students and teachers to decide what classes will be needed to develop desirable work skills. These types of activities vary to meet the individual student's needs and interests.

At a conference later in the year, a written evaluation report will be available to you, and if applicable, additional IEP goals may be written. We will discuss possible vocational training courses for next year(s) at this time.

The evaluation process is conducted for approximately 21 hours, scheduled in accordance with the student's class schedule and individual teachers, with study hall and learning center hours preferred. However, the student must be aware that he or she is to be caught up with class work or that the work is to be made up. Check with your child to assure that the assignments are completed during the evaluation process. Please notify us if your child is falling behind in his/her regular classes so that appropriate action may be taken.

Below is a permission statement that needs to be returned in order for your child to take advantage of this opportunity. If you should have any questions, please call me at 346-4260, Ext. 10.

Sincerely,

Lisa Black
Vocational Evaluator

I agree that my child may attend the Vocational Evaluation Lab to be evaluated on interests, behaviors, attitudes, and skills that are related to the work world.

STUDENT'S NAME	PARENT'S SIGNATURE

DATE

EXHIBIT 104

Building Trades Evaluation
Module Manual

Introduction

This sample of work in building trades is designed to determine how well prospective students can meet the following entry level skills criteria.

1. Identify and use electric circular saw.
2. Use a stepladder.
3. Identify and use a hammer, handsaw, and screwdriver.
4. Identify screws and nails.
5. Identify and use radial arm saw.
6. Distinguish between phillips and standard screwdriver.
7. Identify particle board, plywood, and lumber.
8. Read a work order.
9. Use an electric drill.

Setting

An industrial education laboratory should be used to administer this work sample unless the facility has a very large space that can be set aside for this purpose.

Materials, Equipment, and Supplies

Several sheets of 1/2 inch plywood
Two 2" x 4"s eight feet long
A five foot ladder
A measuring tape
Electric circular saw
One framing square
Four #6d nails
Two 1" phillips screws
An electric drill
One # drill bit
A straight slot screwdriver
Two 1" straight slot screws
Four #16d nails
A claw hammer
Phillips screwdriver

Instructions to the Evaluator

All equipment and materials are to be located in a designated work space and arranged within easy reach of the student. Check to make sure that all of the tools and materials needed are available. Then give the student a copy of the student instructions and ask him/her to read through them to see if they have any questions about how to work. Do not read the instructions to the student unless you find that the student cannot read but could function if the learning can be done in class through tapes or other special means. Complete the rating sheet when the student has finished.

EXHIBIT 104, contd.

Student Instructions

Carefully read through each of the directions that follow. Examine the diagram provided. Ask the evaluator any questions that you may have about the directions or diagram. (Editors note: This diagram is not included in the exhibit.)

Task A

In Task A you will be repairing a roof by measuring, cutting, nailing, and screwing a piece of wooden material to a roof opening.

1. Place a 5' or 6' stepladder in a position that is safe and comfortable for you to reach the work area.

2. Locate the tape measure and measure the opening in the roof to 1/8th inch accuracy.

3. Use an electrical circular saw and cut a piece of 1/2" particle board to fit the opening in the roof. (The saw and particle board are provided for you in your work area.) Use a square to draw the lines for sawing.

4. Using a claw hammer and 4 #6d nails, nail the particle board to the rafter on four corners, which has been placed in the opening on the roof.

5. With an electric drill, drill 4 holes in the particle board, equally space these 4 holes on two of the center rafters.

6. Using a phillips screwdriver and 2 1" phillips screws, secure the particle board to one of the center rafters with 2 phillips screws.

7. Using a straight slot screwdriver and 2 1" straight slot screws secure the particle board in the remaining holes.

Task B

In Task B you will secure two 2" x 4" x 8" cripples in a window opening.

1. Using a measuring tape, measure the height of one side of the window opening to the nearest 1/8".

2. Using a handsaw, cut 1 2 x 4 to the correct height to fit one side of the opening. (These 2 x 4's are called "cripples".)

3. Using the radial arm saw cut the second 2 x 4 to fit the other side of the opening.

EXHIBIT 104, contd.

4. Using a claw hammer and 4 penny nails, nail the first and second cripple in the appropriate place.

5. Using measuring tape verify all measurements indicated on drawing.

Rating Sheet

DIRECTIONS: If the student demonstrates each skill correctly, put a 1 in the blank at the right. If the student does not have the skill, put a 0 in the blank.

Identify an electrical circular saw . . . . ________
Use an electrical circular saw . . . . ________
Use a stepladder . . . . ________
Identify a hammer . . . . ________
Use a handsaw . . . . ________
Identify a screwdriver . . . . ________
Use a screwdriver . . . . ________
Identify screws . . . . ________
Identify nails . . . . ________
Identify a radial arm saw . . . . ________
Use a radial arm saw . . . . ________
Distinguish between phillips and standard screwdriver . ________
Identify plywood . . . . ________
Read blueprints . . . . ________
Identify electrical hand tools . . . . ________
Drill . . . . ________
Follow written directions . . . . ________
Use a measuring tape to 1/8" accuracy . . . . ________
Select appropriate measuring device . . . . ________
TOTAL ______________

Students must receive ________ points to be considered for this program.

STUDENT'S NAME: ____

EXHIBIT 105

Negotiable Entry Level Criteria
Air Conditioning/Refrigeration

Name: ______________________________ **Classification:** _________________________

Evaluation: 1. Grade _________ Date ________________ **Total Deficits** _______

2. Grade _________ Date ________________ **Total Deficits** _______

Vocational Preparation Class: YES _____ NO _____

KEY:
X = Yes
SE = Special Education Teacher
VRE = Vocational Resource Educator
VE = Vocational Educator
RT = Regular Classroom Teacher

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Demonstrate knowledge of basic safety concepts.					
Follow verbal & written instruction.					
Obtain information from visual displays (ex: charts, diagrams, meters, dials).					
Recognize and use common hand tools.					
Visually identify different items from a similar group.					
Add, subtract, multiply and divide whole numbers.					
Measure accurately within 1/16 of an inch.					
Use formulas.					
Add, subtract, multiply and divide fractions.					
Obtain notes/instructions from chalkboard.					
Add, subtract and read decimals to the nearest .001.					

EXHIBIT 105, contd.

	EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Show respect for others' property.						
Cooperate and communicate with peers and those in authority.						
Assemble small parts.						

EXHIBIT 105, contd.

Negotiable Entry Level Criteria
Auto Body

Name: ______________________ **Classification:** ____________________

Evaluation: 1. Grade_____ Date_____________ **Total Deficits**__________

2. Grade_____ Date_____________ **Total Deficits**__________

Vocational Preparation Class: YES___ NO___

KEY:
X = Yes
SE = Special Education Teacher
VRE = Vocational Resource Educator
VE = Vocational Educator
RT = Regular Classroom Teacher

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Demonstrate manual dexterity.					
Follow oral instructions.					
Demonstrate knowledge of basic safety concepts.					
Work cooperatively with peers and those in authority.					
Demonstrate agility.					
Demonstrate a respect for others' property.					
Demonstrate patience and be able to tolerate frustrations while working on tasks.					
Perform basic math functions in making estimates.					
Read charts, tables, and reference lists.					
Attend school 95% of the time.					
Demonstrate good basic personal hygiene.					

EXHIBIT 105, contd.

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Identify size differences between fractions or metric units.					
Identify basic parts of car (know and/or recognize parts such as fender, hood, etc.).					

EXHIBIT 105, contd.

Negotiable Entry Level Criteria
Auto Mechanics

Name: ______________________________ **Classification:** ________________________

Evaluation: 1. Grade __________ Date _________________ **Total Deficits** _______

2. Grade __________ Date _________________ **Total Deficits** _______

Vocational Preparation Class: YES _____ NO _____

KEY:
X = Yes
SE = Special Education Teacher
VRE = Vocational Resource Educator
VE = Vocational Educator
RT = Regular Classroom Teacher

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Stoop, kneel, crouch, crawl, hold, pick, punch, feel, extend hands and arms.					
Read flow charts for trouble shooting.					
Identify and use a screwdriver.					
Plug in, screw & tighten bolts out of sight.					
Attendance in accordance with school policy.					
Punctuality in accordance with school policy.					
Read charts, tables, and reference lists.					
Use sockets and box-end wrenches.					
Read and record a thermometer and/or gauge.					
Match wrench socket sizes to correct bolt heads by "eye-balling".					

EXHIBIT 105, contd.

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Locate wrench size using markings on wrench.					
Read ruler to 1/16th inch.					
Identify size relationship between fractions or metric units.					
Add/subtract decimal to 1/100,000 (micrometer).					
Automotive mechanics vocabulary.					
Copy teacher notes from board.					
Identify soft and ballpeen hammer.					
Be willing to accept responsibility and participate in care of work area.					
Have a valid driver's license.					
Possess a responsible attitude toward working.					
Demonstrate respect for equipment and property of others.					
Cooperate with peers and those in authority.					
Write or print job orders legibly.					
Stay on task for 15 minutes.					
Obtain needed information from class text materials.					
Comprehend job related written material (i.e., texts, journals, etc.).					

EXHIBIT 105, contd.

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Demonstrate knowledge of basic safety concepts.					
Add, subtract, multiply and divide whole numbers.					
Add, subtract, multiply and divide fractions and decimals.					

EXHIBIT 105, contd.

Negotiable Entry Level Criteria
Building Maintenance

Name: ______________________________ **Classification:** ______________________

Evaluation: 1. Grade _________ Date _______________ **Total Deficits** ______

2. Grade _________ Date _______________ **Total Deficits** ______

Vocational Preparation Class: YES _____ NO _____

KEY:
X = Yes
SE = Special Education Teacher
VRE = Vocational Resource Educator
VE = Vocational Educator
RT = Regular Classroom Teacher

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Follow directions.					
Read a work order.					
Identify and use phillips and straight screwdriver.					
Climb a stepladder.					
Identify screw and nails.					
Use a measuring tape to 1/8" accuracy.					
Drive a nail.					
Select appropriate measuring devices.					
Push a lawn mower.					
Identify incandescent and fluorescent light bulbs.					
Start a lawn mower.					
Use an oil squirt can.					
Identify an oil can.					
Identify a urinal and toilet.					

EXHIBIT 105, contd.

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Identify: hammers, saws, planes, wrenches, squares, measuring devices, pliers, clamps, pile, knives, drills, broom & shovels.					
Identify paint brush.					
Identify paint roller.					
Read and complete job application.					
Spell correctly on job application.					
Interview for a job.					
Identify fan belt.					
Identify electrical hand tools.					
Select shovel to perform job.					
Identify size differences among fractions.					
Cooperate and communicate with peers and those in authority.					
Identify copper, PVC, and galvanized pipe.					
Tell time in hours and minutes.					
Read blueprints.					
Identify calculator, typewriter, adding machine, vending machines, overhead projector, tape recorder and record player.					
Identify bricks and blocks.					

EXHIBIT 105, contd.

Negotiable Entry Level Criteria
Building Trades

Name: ______________________________ **Classification:** ________________________

Evaluation: 1. Grade __________ Date ________________ **Total Deficits** ______

2. Grade __________ Date ________________ **Total Deficits** ______

Vocational Preparation Class: YES _____ NO _____

KEY:
X = Yes
SE = Special Education Teacher
VR = Vocational Resource Educator
VE = Vocational Educator
RT = Regular Classroom Teacher

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Identify and use: hammer, handsaw, screwdriver, crescent wrench, shovel, and wheelbarrow.					
Identify plywood and lumber.					
Identify screws and nails.					
Distinguish between phillips and standard screwdriver.					
Read work order.					
Read blueprints.					
Identify and use electric circular saw.					
Use measuring devices to within 1/8th inch.					
Use stepladder.					
Calculate square feet, yards, cubic feet, cubic yards and board feet.					
Identify and use radial arm saw.					
Tell time.					

EXHIBIT 105, contd.

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Identify: paint brush, roller, roller pan, and roller handle.					
Identify wallpaper tools.					
Have visual perception.					
Take and follow authoritative instructions.					
Demonstrate good grooming,					
Cooperate and communicate with peers and those in authority.					
Follow oral directions.					
Demonstrate eye-hand coordination.					
Follow five written instructions.					
Identify basic hand tools.					
Attend school and be punctual 95% of the time.					
Demonstrate knowledge of basic safety concepts.					

EXHIBIT 105, contd.

Negotiable Entry Level Criteria
Business and Office

Name: ______________________ **Classification:** ____________________

Evaluation: 1. Grade ________ Date ____________ **Total Deficits** _____

2. Grade ________ Date ____________ **Total Deficits** _____

Vocational Preparation Class: YES ____ NO ____

KEY:
X = Yes
SE = Special Education Teacher
VRE = Vocational Resource Educator
VE = Vocational Educator
RT = Regular Classroom Teacher

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Type simple personal and business letters.					
Type simple one page reports.					
Use the dictionary to locate correct spelling.					
Add, subtract, multiply and divide whole numbers, fractions, decimals and percentages.					
Use correct oral language.					
Demonstrate neat and clean appearance.					
Cooperate and communicate with peers and those in authority.					
Type numbers by touch method.					
Demonstrate knowledge of basic safety concepts.					
Use index to locate desired information.					
Use table of contents to locate desired information.					

EXHIBIT 105, contd.

Negotiable Entry Level Criteria
Data Processing

Name: ______________________________ **Classification:** _________________________

Evaluation: 1. Grade __________ Date _________________ **Total Deficits** _______

2. Grade __________ Date _________________ **Total Deficits** _______

Vocational Preparation Class: YES _____ NO _____

KEY:
X = Yes
SE = Special Education Teacher
VRE = Vocational Resource Educator
VE = Vocational Educator
RT = Regular Classroom Teacher

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Demonstrate manual dexterity.					
Coordinate eye and hand movements.					
Must read at 10th grade level (recognition and comprehension).					
Remain on task for 30 minutes.					
Operate typewriter keyboard.					
Operate adding machine.					
Use table of contents and/or index.					
Follow a series of three directions (oral and/or written).					
Record verbal instructions.					
Express themselves nonverbally other than in direct use of terminal.					
Copy notes or directions from blackboard.					

EXHIBIT 105, contd.

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Proofread materials and identify errors.					
Understand how to add, multiply, divide, subtract whole numbers, fractions and decimals.					
Solve work problems and the use of formulas.					
Solve a basic work problem (math).					
Understand the need to care for equipment.					
Communicate and cooperate with peers and those in authority.					
Arrive on time 95% of the time.					
Attend school 95% of the time.					
Attend to lecture 30-60 minutes.					
Present self in a pleasant manner (hygiene and grooming).					
Identify how to calculate payroll records.					
Explain use of accounts payable records.					
Explain use of accounts received records.					
Explain use of invoices.					
Calculate annual depreciation and depreciated value on a specific item.					
Compute percentages.					

EXHIBIT 105, contd.

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Understand and follow a sequence.					
Sort items according to instructions.					
Sit for one hour.					

EXHIBIT 105, contd.

Negotiable Entry Level Criteria
Food Service

Name: ______________________________ **Classification:** ________________________

Evaluation: 1. Grade _________ Date ________________ **Total Deficits** ______

2. Grade _________ Date ________________ **Total Deficits** ______

Vocational Preparation Class: YES ____ NO ____

KEY:
X = Yes
SE = Special Education Teacher
VRE = Vocational Resource Educator
VE = Vocational Educator
RT = Regular Classroom Teacher

	EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Follow oral and written directions.						
Practice personal grooming (clean hands and nails, hair, deodorant, clothing).						
Write legibly.						
Recognize hot surfaces.						
Recognize sharp objects.						
Speak clearly, pleasant tone.						
Read labels.						
Read thermometer.						
Know what an emergency is: smoke in an area, customer choking, etc.						
Present themselves in a pleasant manner.						
Addition, subtraction, multiplication and division of whole numbers.						

EXHIBIT 105, contd.

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Distinguish between raw, canned, and frozen vegetables.					
Distinguish between freezer and refrigerator.					
Distinguish types of food that has to be frozen or that have to be refrigerated.					
Distinguish between sanitary and unsanitary conditions.					
Addition, subtraction, multiplication and division of fractions.					
Distinguish between right and left.					
Read menu related words.					
Spell menu-related words.					
Distinguish the sizes of china.					
Count money correctly up to $20.00.					
Make correct change up to $20.00.					
Distinguish between measuring and weighing equipment.					
Read and understand safety instructions.					
Know basic first aid principles.					
Distinguish between types of knives.					
Read and adjust scales.					

EXHIBIT 105, contd.

	EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Know basic equivalencies (i.e., 4 qts. in a gallon - 16 oz. in a pound).						
Remain on tasks for 30-60 minutes.						
Demonstrate ability to communicate with employer, co-workers and the public.						
Demonstrate acceptable social behaviors.						
Prepare a simple recipe.						

Demonstrate a 95% attendance record except for extended illness.

EXHIBIT 105, contd.

Negotiable Entry Level Criteria
Health Occupations

Name: ______________________ **Classification:** ____________________

Evaluation: 1. Grade ________ Date ______________ **Total Deficits** _____

2. Grade ________ Date ______________ **Total Deficits** _____

Vocational Preparation Class: YES ____ NO ____

KEY:
X = Yes
SE = Special Education Teacher
VRE = Vocational Resource Educator
VE = Vocational Educator
RT = Regular Classroom Teacher

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Good attendance.					
Dependable.					
Willingness to work.					
Honest and Trustworthy.					
Work independently.					
Interest in helping people.					
Follow oral instructions.					
Organize materials/equipment.					
Manual dexterity.					
Express oneself verbally.					
Follow written instructions.					
Practice personal hygiene.					
Use dictionary.					
Write legibly.					
Work independently on written materials.					

EXHIBIT 105, contd.

	EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Accepts constructive criticism.						
Add columns/perform basic math.						
Read and comprehend.						
Use metric chart.						
Communicate on telephone.						

EXHIBIT 105, contd.

Negotiable Entry Level Criteria
Industrial Maintenance Technology

Name: ______________________________ **Classification:** ________________________

Evaluation: 1. Grade __________ Date ________________ **Total Deficits** ______

2. Grade __________ Date ________________ **Total Deficits** ______

Vocational Preparation Class: YES _____ NO _____

KEY:
X = Yes
SE = Special Education Teacher
VRE = Vocational Resource Educator
VE = Vocational Educator
RT = Regular Classroom Teacher

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Follow five written instructions.					
Be punctual and attentive.					
Divide numbers by decimals and work problems involving scientific notation.					
Follow five oral directions.					
Use basic formulas (ratios).					
Demonstrate knowledge of basic safety concepts.					
Dress appropriately for electronics.					
Show respect for property of others.					
Take pride in quality and neatness of work.					
Cooperate and communicate with peers and those in authority.					

EXHIBIT 105, contd.

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Identify colors: black, red, brown, orange, blue, yellow, green, grey, and violet.					
Use a calculator.					
Obtain notes and instructions from chalkboard.					
Read charts to locate values.					
Have motor skills to use long nose pliers.					
Tell time to hour and minute.					
Use index and table of contents.					
Use a graph to plot values.					

EXHIBIT 105, contd.

Negotiable Entry Level Criteria
Marine Service Technology

Name: ______________________________ **Classification:** ________________________

Evaluation: 1. Grade __________ Date _________________ **Total Deficits** _______

2. Grade __________ Date _________________ **Total Deficits** _______

Vocational Preparation Class: YES _____ NO _____

KEY:
X = Yes
SE = Special Education Teacher
VRE = Vocational Resource Educator
VE = Vocational Educator
RT = Regular Classroom Teacher

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Should have interest in marine field.					
Should have motivation in marine field.					
Must be able to follow oral and/or written directions.					
Must be able to work in a group situation.					
Demonstrate good personal hygiene.					
Should be able to identify marine mechanics vocabulary.					
Must have physical strength to handle tools for long periods of time.					
Cannot be color blind.					
Should have good attendance.					
Should always arrive on time.					
Must have sense of feel on fingers to feel depressions, high spots, etc.					

EXHIBIT 105, contd.

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Must be able to see high spots, depressions, cracks, etc.					
Read charts, tables, and reference lists.					
Should be able to read fractions to the 1/64.					
Should be able to read a ruler to 1/64.					
Locate wrench size using markings on the wrench.					
Should be able to identify size differences between fractions or metric units.					
Demonstrate ability to use sockets and wrenches.					
Match wrench socket to correct bolt heads.					
Must have strong tactile abilities out of sight.					
Compute bill/add monetary figures to 1000.					
Multiply and divide for multiple units of parts on a bill.					
Write legibly in order to fill out work orders.					
Must know units of measure.					

EXHIBIT 105, contd.

Negotiable Entry Level Criteria
Marketing and Distributive Education

Name: ______________________________ **Classification:** ________________________

Evaluation: 1. Grade __________ Date ________________ **Total Deficits** ______

2. Grade __________ Date ________________ **Total Deficits** ______

Vocational Preparation Class: YES _____ NO _____

KEY:
X = Yes
SE = Special Education Teacher
VRE = Vocational Resource Educator
VE = Vocational Educator
RT = Regular Classroom Teacher

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Demonstrate good basic hygiene.					
Communicate and cooperate with peers and those in authority.					
Add, subtract, multiply and divide fractions, decimals and whole numbers.					
Compute monetary figures.					
Follow oral directions.					
Compute percentages.					
Arrive on time 95% of the time.					
Attend school 95% of the time.					
Write legibly.					
Follow written directions.					

EXHIBIT 105, contd.

Negotiable Entry Level Criteria
Metal Fabrications

Name: ______________________________ **Classification:** ________________________

Evaluation: 1. Grade __________ Date _________________ **Total Deficits** _______

2. Grade __________ Date _________________ **Total Deficits** _______

Vocational Preparation Class: YES _____ NO _____

KEY:
X = Yes
SE = Special Education Teacher
VRE = Vocational Resource Educator
VE = Vocational Educator
RT = Regular Classroom Teacher

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Have an awareness of safety hazards.					
Add, subtract, multiply and divide three digit whole numbers and decimals.					
Read a ruler to 1/6th of an inch.					
Read conversion charts (metric, fractions, decimals).					
Follow three written directions.					
Follow three oral directions.					
Tolerate frustrations and stay on task.					
Attend school 95% of the time.					
Ask for help when needed.					
Obtain information from text and related material.					
Demonstrate concern for quality of finished product.					
Work well with others and independently.					

EXHIBIT 105, contd.

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Demonstrate eye/hand coordination.					
Read gauges, dials and measuring instruments.					
Identify various sizes of parts.					
Use table of contents in locating a concept.					
Identify and use basic tools (hammer, pliers, crescent wrench, etc.).					
Discriminate colors, size, shapes, and depth.					
Tell time to hour and minute.					
Cooperate and communicate with peers and those in authority.					
Demonstrate good manual dexterity.					

EXHIBIT 105, contd.

Negotiable Entry Level Criteria
Small Engines

Name: ______________________________ **Classification:** _________________________

Evaluation: 1. Grade __________ Date ________________ **Total Deficits** _______

2. Grade __________ Date ________________ **Total Deficits** _______

Vocational Preparation Class: YES _____ NO _____

KEY:
X = Yes
SE = Special Education Teacher
VRE = Vocational Resource Educator
VE = Vocational Educator
RT = Regular Classroom Teacher

	EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Stoop, kneel, crouch, crawl, hold, pick, punch, feel, extend hands and arms.						
Use sockets and box-end wrenches.						
Attendance in accordance with school policy.						
Punctuality in accordance with school policy.						
Identify and use a screwdriver.						
Read charts, tables, and reference lists.						
Locate wrench size using markings on the wrench.						
Plug in, screw, and tighten bolts out of sight.						
Add/subtract decimals to 1/1000.						
Obtain teacher notes from the chalkboard.						
Identify soft and ballpeen hammers.						

EXHIBIT 105, contd.

EVALUATED	DEFICIT	IN IEP	WHO	INST	MASTERED
Multiply/divide for multiple units of parts on bill.					
Fill out job/work order forms legibly.					
Demonstrate knowledge of basic safety concepts.					
Communicate and cooperate with peers and those in authority.					
Follow written directions.					
Follow a series of oral directions.					
Use table of contents to locate desired information.					
Measure accurately within 1/16th of an inch.					
Tell time to hour and minute.					

EXHIBIT 106

Sample Evaluation Report

Lake Area Vocational-Technical School
Evaluation Center

Evaluation Report Date:
April 1987
Prepared By: Lisa Black

(VOCATIONAL EVALUATOR)

Name: Mike

Date of Birth:
Referral:
Source: Dee Stoelting
Evaluation
Dates: Winter 1987

Age: 16
Hand
Preference: R

THE FOLLOWING RATINGS ARE BASED ON THE PERFORMANCE/BEHAVIOR AT THE TIME OF EVALUATION.

RATING SCALE: YES - Has the skills, abilities, and behaviors for potential success in a formal training program.

NO - Does not have the skills, abilities, and behaviors for potential success in a formal training program.

	YES	**NO**	**COMMENTS**
1. Knowledge of Transportation	X		1. Does not have driver's license.
2. Attendance	X		
3. Physical Appearance			3. General grooming & personal hygiene is excellent.
a) Wear appropriate clothing	X		
b) Adequate personal hygiene	X		
4. Behavior in Interpersonal Situations			
a) Initiates conversation	X		
b) Converses appropriately during work		X	4b. Sometimes when working will look up and start talking about something that is happening.
c) Cooperative with supervisor	X		
d) Accepts supervisor's praise	X		
e) Accepts supervisor's criticism	X		
f) Self-confidence level	X		
5. Work Habits			
a) Punctual	X		
b) Accepts work assignments readily	X		
c) Rarely acts out when frustrated	X		
d) Completes work assignments	X		
e) Works independently on tasks	X		5e) Works well on independent tasks

EXHIBIT 106, contd

	YES	NO	COMMENTS
f) Self-starter	X		f) Mike has the potential to be a self-starter if given direction from the beginning.
g) Seeks assistance when necessary	X		
i) Adequate attention to detail	X		i) Attention to detail is adequate.
j) Works with a minimum of errors (Quality)	X		
k) Accepts frequent job changes	X		k) Mike would ask questions about a test when going from one to another.
l) Adequate attention to detail	X		
m) Work rhythm steady	X		m) Tendency to concentrate hard and try to do the best he could depending on the task he does. Tend to be slower on pencil and paper tasks.
n) Improves with repetition	X		n) Mike improves with repetition.
6. Learning and Comprehension			
a) Follows verbal instruction	X		
b) Follows verbal & demonstrated instructions	X		6b) Mike learns best through verbal and demonstrated instructions.
c) Follows written instructions	X		c) He can follow diagrams easily. Seems to really concentrate hard.
d) Follows audio-visual instructions	X		
e) Follows a diagram	X		
f) Attention span - sufficient for work tasks	X		f) This varies depending on his mood. Sometimes he will voice some unappropriates during testing.
g) Learns in a reasonable length of time	X		
7. Job Skills			
a) Demonstrates adequate job readiness skills	X		
b) Accurately			7b) His math skills are average but he could use some practice on fractions and decimal points.
1. Adds and subtracts	X		
2. Multiply and divide	X		
3. Uses basic fraction operations		X	
4. Uses decimal points		X	
c) Demonstrates money concepts			
1. Recognition	X		

EXHIBIT 106, contd.

	YES	NO	COMMENTS
2. Change making skills		X	c)2-3 Good money recognition skills. Needs work on consumer education math concepts.
3. Consumer math concepts		X	
d) Measure accurately			d) Mike can measure accurately to the whole inch and can use metric measurement.
1. 1 to 1/2 inch	X		
2. 1/4 to 1/8 inch	X		
3. 1/16 inch	X		
4. Simple metric measurements	X		
e) Weighs items to specific amounts	N/E		
f) Tells time accurately	X		
g) Discriminates accurately by			g) Adequate discrimination between colors. Has no difficulty with size discrimination. Does well discriminating between slight differences. He is able to visualize objects of two or three dimensions adequately.
1. Color	X		
2. Size	X		
3. Spatial relations	X		
4. Form	X		
h) Manipulative Skills			h) Adequate motor coordination. He has some difficulty grasping smaller objects with his fingers and manipulating them where they need to go.
Gross finger dexterity	X		
Fine finger dexterity		X	
Eye-hand coordination	X		
Bi-lateral coordination	X		
Gross motor coordination	X		
Use of hand tools	X		
i) Physical Strength/Stamina			
- Lifts			
Under 10 pounds	X		
10-25 pounds	X		
25-50 pounds	X		
50-100 pounds	X		
Over 100 pounds	X		
- Stands for 1/2 to 1 hour	X		
- Sits for 1/2 to 1 hour		X	i) Would have difficulty sitting for 45 minutes. Gets very antsy.

EXHIBIT 106, contd.

High Interest Areas

1. ELECTRONICS
2. BUILDING TRADES
3. BUILDING MAINT.

Low Interest Areas

1. FOOD SERVICE
2. HEALTH OCCUPATIONS

Assets

1. Hard worker with high potential level.
2. Math skills.
3. Manual skills and measuring skills.
4. Concentrates hard.

Limitations

1. Inappropriate statements - off tasks at times.
2. Difficulty with decision making.

Strongest Aptitudes
MANUAL DEXTERITY...MOTOR COORDINATION...NUMERICAL SKILLS

Special Considerations/Comments

I recommend that second semester he work on entry level skills needed to enter into an electronics program. I recommend that he take Electronics his Junior and Senior year.

LISA BLACK
VOCATIONAL EVALUATOR

Test Results

1. JOB READINESS TEST: Needs to work on job readiness skills.

2. CHART READING: Good job - no problems. Concentrates very hard.

3. MEASUREMENT TEST: Excellent job...no difficulties.

4. MATH TEST: Good math skills. Really concentrates on work tasks.

5. BENNETT MECHANICAL COMPREHENSION TEST:
   Raw Score: 40 65% NORMS: Grade 11

6. APPLICATION: Very neat with correct spelling.

7. INDUSTRIAL MAINT. TECH. TEST: Minus 6 from 10 question test. Will get more practice and exposure in this area next year.

8. VALPAR #6 - INDEPENDENT PROBLEM SOLVING:

   TIME: 584 100%
   ERRORS: 0 100%

EXHIBIT 106, contd.

9. REVISED MINNESOTA PAPER FORM BOARD TEST:

   SCORE: 49 75% NORMS: Grade 10/Boys

10. SINGER - INTEREST INVENTORY: Interest in the area of Electronics.

11. PURDUE PEGBOARD PROFILE SHEET:

    RIGHT HAND - 39%
    LEFT HAND - 22%
    BOTH - 48%
    ASSEMBLY - 76%

12. INDUSTRIAL MAINT. ANSWER SHEET: Excellent job, concentrated hard.

13. AIR COND./REFRIGERATION WORKSHEET:

    SECTION 1 (MEASURING) = GOOD
    SECTION 2 (READING GRAPHS) = NO PROBLEMS
    SECTION 3 (METERS) = GOOD, NO PROBLEMS
    SECTION 4 (USING FORMULAS) = NEEDED SOME EXPLANATION ON THIS AREA TO PLUG IN VALUES

14. VALPAR #12 - SOLDERING AND INSPECTION (Electronics):
    Did a good job, concentrated hard on this task. Soldering speed needs to be increased.

15. VALPAR #13 - MONEY HANDLING

    SECTION A - MONEY RECOGNITION: TIME: 716 MTM% 80% ERRORS: 8 MTM% UNDER 20%

16. VALPAR #15 - ELECTRICAL CIRCUITRY AND PRINT READING:

    CIRCUIT CONTINUITY: TIME: 960 MTM% 35% ERRORS: 6 MTM% UNDER 35%
    CIRCUIT TESTING: TIME 261 MTM% 100% ERRORS: 0 MTM% 100%
    CIRCUIT APPLICATION: TIME: 371 ERRORS: 0 TIME: 464 ERRORS: 0

DID A GOOD JOB AND SEEMED TO ENJOY THE TEST.

EXHIBIT 107

Exit Skills
Marketing

PERFORMANCE CHECKLIST

Student name/ID: ______________________________ Class: Marketing

Instructor: ______________________________ Program: ______________________

(Circle proper mastery code: "4" = MASTERED; "3" = REQUIRES SUPERVISION; "2" = NOT MASTERED; "1" or blank = NO EXPOSURE)

TASK DESCRIPTION	TASK ID#	MASTERY CODE	MASTERY DATE	RETRY CODE/DATE
1. Teach individual employees to perform job duties	080002A001	1 2 3 4		
2. Give oral presentations to groups of mktg. personnel	080002A002	1 2 3 4		
3. Interpret management policies to employees	080002A003	1 2 3 4		
4. Interpret employee problems to management	080002A004	1 2 3 4		
5. Interpret progress of depts., systems or functions to mgmt.	080002A005	1 2 3 4		
6. Compose business letters, reports & memorandums	080002A006	1 2 3 4		
7. Read business communications for relevant information	080002A007	1 2 3 4		
8. Communicate information gained from reading & research	080002A008	1 2 3 4		
9. Interpret tables, graphs & charts	080002A009	1 2 3 4		
10. Define mktg. strategy	080002B001	1 2 3 4		
11. ID factors that affect mktg. strategies.	080002B002	1 2 3 4		
12. Describe a mktg. strategy for a given situation.	080002B003	1 2 3 4		
13. Define promotional mix	080002B004	1 2 3 4		

Total number of tasks in this checklist: 273.

EXHIBIT 107, contd.

Exit Skills: Electronics

PERFORMANCE CHECKLIST

Student name/ID: ______________________ Class: Electronics

Instructor: ______________________ Program: ______________________

(Circle proper mastery code: "4" = MASTERED; "3" = REQUIRES SUPERVISION; "2" = NOT MASTERED; "1" or blank = NO EXPOSURE)

TASK DESCRIPTION	TASK ID#	MASTERY CODE	MASTERY DATE	RETRY CODE/DATE
1. Discuss general safety precautions	460302A001	1 2 3 4		
2. Observe general safety precautions while working	460302A002	1 2 3 4		
3. Discuss electrical safety precautions	460302A003	1 2 3 4		
4. Observe electrical safety precautions while working	460302A004	1 2 3 4		
5. Discuss rescue procedures for electrical accidents	460302A005	1 2 3 4		
6. Demonstrate ability to perform CPR	460302A006	1 2 3 4		
7. Discuss use of danger and caution tags	460302A007	1 2 3 4		
8. Discuss types and uses of fire extinguishers	460302A008	1 2 3 4		
9. Demonstrate the proper use and care of hand tools	460302B001	1 2 3 4		
10. Demonstrate the proper use and care of test equipment	460302B002	1 2 3 4		
11. Measure voltage with a vom	460302B003	1 2 3 4		
12. Measure resistance with a vom	460302B004	1 2 3 4		
13. Measure current with a clamp on ameter	460302B005	1 2 3 4		

Total number of tasks in this checklist: 112.

VOCATIONAL EDUCATION PREPARATION FOR SPECIAL EDUCATION STUDENTS

Location:
Davis County School District
45 East State Street
Farmington, UT 84025
(801) 451-1154 or 1169

Contact Person:
Mary Ann Williams
Director of Special Education
Davis County School District
45 East State Street
Farmington, UT 84025
(801) 451-1154 or 1169

Background Information

Objectives

1. Identify students requiring special vocational attention.
2. Provide vocational evaluation when needed to determine the area(s) of probable student success.
3. Develop and implement training programs to meet identified student needs.
4. Provide students with job search assistance, placement and follow-up.
5. Evaluate the program's effectiveness in meeting students' needs.

Key Features

Cooperative Special Education/Vocational Education Departments. The vocational education and special departments cooperate closely to provide programs that are driven by student needs. This cooperation occurs at the district administration, local school and teaching levels.

A Full Range of Accredited Vocational Courses. Vocational opportunities are available for students who want to "learn to earn" in agriculture, business, trade and industrial, marketing, health, and home economic areas. Eighty vocational courses are available at the various educational institutions in the Davis School District Area. The courses are held at the seven high schools, the Davis Area Vocational Center, the Young Parents Center, and at two Job Corps sites.

A District-Wide Voucher System for Perkins Funds. The voucher system is used for requests and authorizations of Perkins 10% handicapped setaside money. The District Directors of the vocational education and special education departments must mutually approve all expenditures before implementation by district staff. The use of the Perkins setaside funds is based on high school and district staff recommendations. This system results in a cost effective financial system that is accountable and serves the individual student needs.

A Peer Tutor Program. An extensive peer tutor program in the district is developed utilizing students in teaching and training of severely handicapped high school students.

A High School Vocational Coordinator. The Vocational Coordinator at each high school is designated the key person who coordinates all vocational services for special needs students.

An Array of Vocational Services Available at Davis County School District's Rehabilitation Center. A rehabilitation facility operated by the district provides the following services: vocational evaluation, work activities, sheltered employment, work adjustment, occupational skill training, supported employment, speech, language, and hearing services, academic instruction, job placement and followup and vocational training. The facility serves both students and adults who are handicapped..

Profile of Local Service Area

The Davis County School District serves one suburban county. Davis County School District is described as a "bedroom" community for the cities of Salt Lake City and Ogden. The district has a transient population due to the presence of a large military establishment and seasonal agricultural workers. A large non-English speaking population resides in Davis County. The socioeconomic status of the county ranges from high middle income level to low income level.

A total of 11,342 students in grades 9-12 attended school in this district during 1985-86.

The district has 20 fewer staff, but 1,300 more students than during the 1984-85 school year. Enrollment projections for the next few years indicated that 2,000 additional students per year will enroll. To cope, the school district decided to dismiss school early and not provide kindergarten. Two new elementary schools will be opened.

Staff Assigned to Project

Director of Vocational Education - 10%

The director of vocational education has 25 years experience in the field and four in his current position. He has a Master's degree in administration and is the former state director of vocational education.

Director of Special Education - 10%

The director of special education has 15 years experience in the field, and six years in his current position. She has a Doctorate in education.

Coordinator - 8%

The coordinator has been in the field 15 years, four of which have been spent in his present position. He has a Master's degree in secondary, vocational, and special education.

Project Outreach Coordinator - 10%

The project outreach coordinator has 11 years experience in the field, all in his present position. He has Master's degrees in administration, counseling, marketing, and agriculture.

Vocational Coordinator

A vocational coordinator is in each high school. Each has a background in vocational education, and has spent an average of ten years in the field.

Special Educator

Special educators are in each high school. Each has a background in special education, and average five years each in the field.

Financial Data

	1985-1986	1986-1987	1987-1988
PL 98-524 10% handicapped setaside:	15,434	42,900	61,772
PL 94-142 "flow-through" funds:	1,492		
Job Training Partnership Act funds:	Info. not available		
State funds:	31,988	42,900	61,772
TOTALS	$48,914	$85,800	$123,544

The Davis County School District views Perkins 10% handicapped setaside funds as intervention funds as well as program dollars. The funds are available to support special needs students in the district.

The Perkins setaside funds have made a major impact on the district's programs and curriculum. District special and vocational education teachers are told by the district administration staff "There is no reason why students should fail. We have Perkins dollars to pay for options for handicapped, disadvantaged, and other special populations."

Examples of how the 10% handicapped setasides were used in 1985-1986

Perkins setaside funds were used to purchase the following services for special needs students:

1. Student career assessment,
2. Tutor services,
3. Over-the-shoulder job coaches,
4. Modification of facilities,
5. Specialized vocational training, and
6. On-the-job training assistance.

Examples of how the 10% handicapped setasides were used in 1986-1987

Perkins setaside funds were used to purchase the following services for special needs students:

1. Vocational evaluations,
2. Transportation,
3. Tutors for individual instruction,
4. On the job training assistance, and
5. Vocational placement services at the Pioneer Adult Rehabilitation Center.

Examples of how the 10% handicapped setasides were used in 1987-1988

Perkins setaside funds were used to purchase the following services for special needs students:

1. Student-career assessments,
2. Specialized job training,
3. Job coaches for community placements,
4. Tutor services,
5. Equipment for special and vocational education classes, and
6. Educational materials and supplies.

Number of Special Education Students Served

Total number of special education students in grades 9-12 (unduplicated count)

	1985-1986	1986-1987
Mildly Mentally Retarded	93	71
Moderate/Severely Mentally Retarded	32	25
Learning Disabled	600	421
Seriously Emotionally Disturbed	1,051	330
Orthopedically Impaired	5	4
Speech or Language Impaired	17	26
Hard of Hearing	7	7
Deaf-Blind	1	1
Deaf	8	6
Multi-Handicapped	49	56
Visually Handicapped	6	2
Other Health Impaired	3	2
TOTAL	1,872	951

Number of special education students served by this project (unduplicated count)

	1985-1986	1986-1987	1987-1988 (Estimated)
Mildly Mentally Retarded	26	52	70
Moderate/Severely Retarded	5	10	15
Learning Disabled	24	48	60
Seriously Emotionally Disturbed	35	70	85
Speech or Language Impaired	1	2	4
Multi-Handicapped	18	36	50
TOTAL SERVED BY THIS PROJECT	109	218	284

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986	1986-1987
7	3	1
8	3	6
9	8	10
10	27	24
11	43	48
12	36	37

Estimated number of special education students served who also received assistance from ancillary agencies

Number of Students		Agency
1985-1986	1986-1987	
Information not available	72	State/Federal Vocational Rehabilitation Program
60	167	Job Service
48	35	Rehabilitation Facility/Sheltered Workshop
Information not complete	110	JTPA funded program

Total number of vocational education courses offered to all students in district served by this project

	1985-1986 Year Long
Agricultural Education	13
Business/Office Education	18

Consumer and Homemaking Education	11
Marketing Education	6
Industrial/Technology Education	29
Cooperative Vocational Education	6
Specially Designed Vocational Program	5
Work Experience Program	27
3-6 After School Program	13

Total number of vocational education courses completed by students served through this project.

	1985-1986 Year Long	1986-1987 Year Long
Business/Office Education	5	21
Industrial/Technology Education	15	70
Vocational Assessment	65	89
TOTAL	65	180

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

All ninth grade students are informed at their junior high school of the vocational opportunities available in the Davis County School District. The district office prepares sample information for parents. The information is delivered to each principal and counselor. The materials are sent to the parents through the local junior high school administration by the school counselor. Open houses and school tours are used to inform incoming students and families about the vocational courses. Information on the vocational training is also available to parents and students via a school newspaper. Students contact the school counselor and/or the district vocational office if they have special needs, concerns, or problems relating to their ability to succeed in a vocational program.

Mandate Two: Assessment

All new ninth grade students receive a vocational aptitude test and the Preference System (COPS) Vocational Interest Test as part of the enrollment program. The results of both tests are used by the Vocational Counselor to help students determine a vocational goal. The special education staff use the assessment information and vocational class syllabus for class enrollment.

Specialized student assessments are available at the Davis Area Vocational Center and the Pioneer Adult Rehabilitation Center (PARC). A referral form with a document checklist is used by all district personnel to initiate the evaluation process. (See Exhibit 85 for a copy of the Referral Form.) Assessment instruments used include the VALPAR, TAPS, McCarron Dial, VIDAS, Apticom and Harrington/O'Shea System for Career Decision Making. Evaluations are normally one to two days in length. All handicapped students, including those who are severely handicapped, are eligible for the assessment. The evaluator visits the referring high school to meet the teachers and students and compile pertinent information prior to the evaluation. After meeting the evaluator, students are more willing to come to the assessment. A flexible work schedule within the school calendar is a key to successful assessments. A staffing is held upon completion of the evaluation. All pertinent staff and the high school vocational coordinator attend. Eighty to one hundred ten evaluations have been funded by Perkins setaside money.

District staff, special and vocational educators, parents and students review the assessment results, the students' educational histories and their long and short term vocational goals. A student's vocational goals, educational plans, and special needs are established during the review meeting.

Mandate Three: Special Services

After completion of the assessment program, curricular modifications are implemented to meet specified student needs in school, on the job, and in other educational settings. (See Exhibit 86 for Continuum of Services.)

When modifications require resources that are not available in the school, a form completed and signed by the vocational coordinator, special educator(s) and appropriate staff. (See Exhibit 87 for Request Form.) A checklist is used by all special and vocational education staff to ensure that consistent procedures are completed and program follow-up is in place before Perkins funds are authorized. (See Exhibit 88 for a copy of this Checklist.) The request form is submitted to the district directors of vocational education and special education for review and action. Requests for additional support are reviewed each Monday morning, and appropriate action taken. Modification costs are prorated among departments and/or agencies. The submitting school staff are notified of the District's decision and action taken to implement the support requested. The District staff review and evaluate the decisions as part of the regularly scheduled departmental procedures. The 1986-87 school year was the second year in which this process for program modifications was used.

One such case involved a blind high school student who could be successful as a film processor in a large state-wide film processing firm. In order for the student to accept training and subsequent employment, modifications were necessary. These included facility accommodations, transportation arrangements and special training by Specialists for the Visually Handicapped and vocational staff. The vocational and special education departments worked with Vocational Rehabilitation to identify resources needed to assure the student's success. Costs were prorated among the agencies according to their specific mandates. The student was subsequently trained, placed and continues to be a successful employee at the film processing company.

A re-usable work checklist laminated with plastic is another example of a modification. Staff use the checklist to help severely handicapped students learn work duties and the time schedule they must follow as preschool aides. (See Exhibit 89 for a sample Work Checklist.)

A unique peer tutor program was established in the Davis County School District. (See Exhibit 90 for a description of the Peer Tutor Program.) The program is part of the vocational education course entitled "Career Teaching with Handicapped Individuals". A Peer Tutor Manual includes terminology, criteria, grading, duties, forms, and student testimonials. (See Exhibit 91 for an example of a student testimonial.) Regular and after school activities include record keeping and report writing. (See Exhibit 92 for a copy of the After School Activity Report Form.) The junior/senior Applied Psychology class is a source for peer tutor candidates. Peer tutors help in elementary, junior high and high school special needs classes and at specific summer school programs.

In some instances, special tutors are assigned to assist students in specific programs. The tutor is involved in program evaluation, additional assistance needed, and so forth.

Special and vocational educators coordinate instruction to offer vocational education programs in laboratory facilities that are not used from 3:00 p.m. to 6:00 p.m. This block of time falls between the regular school hours and the evening Adult Community School Programs. The addition of this program has enhanced the continuum of vocational services for all students.

The district special and vocational education departments combine efforts in providing the "Three to Six" programs. The program is located at three designated secondary schools, and serves forty students. The students receive educational services in settings other than the neighborhood schools using a special time schedule. (See Exhibit 93 for a copy of the program schedule.) The programs are available to junior and senior high school students. Perkins disadvantaged setaside funds are used to pay for teachers' stipends. The teacher calls the students every day. An open enrollment/exit policy is used and day time community job placement is coordinated by the high school vocational coordinator. The special student grouping did not cause problems. Some former "Three to Six" students return to help other students. The effectiveness of the programs and continued student demand for classes have assured their continuance and expansion during the 1986-87 school year.

Mandate Four: Guidance, Counseling and Career Development

Vocational coordinators at each high school are provided with instruction, direction and information on the services needed by special needs students. All instructors refer students not succeeding in a vocational program to the vocational coordinator for special help.

The vocational coordinator at each high school directs the school's Career Center. The Center provides guidance and counseling that focus on students' vocational course selection and career development. (See Exhibit 94 for a copy of the vocational coordinator's job evaluation form and list of responsibilities.)

The special education resource staff assist in evaluating and determining the best program and support services needed for students to succeed. The resource person at each high school is certified in special education.

At select high schools a Career Planning Unit has been developed by grade level. Each unit includes career education, attitude and personality checklists and occupational exploration. (See Exhibit 95 for example of an outline of a Career Planning Unit.)

The vocational coordinator assesses the student's progress and capability to meet the established criteria for handicapped or disadvantaged students. Each vocational coordinator has an IBM computer and a copy of the Career Guidance Information System to assist students in career development.

Mandate Five: Counseling for Transition

The transition plan for each handicapped student enrolled in a vocational program receives regular review and evaluation by the school's special education representative and vocational coordinator. The regular high school counselor may also be involved in the review process.

Rehabilitative Services, Social Services, programs funded by the Job Training Partnership Act, Job Service, and other community agencies are involved with transition activities for students.

Davis County District high schools provide a variety of activities related to the Utah community-based transition project. For example, the Viewmont High School Activity Catalog used for home activities selected and implemented by the student and parents. These activities include leisure, personal management, and vocational. Home activities are monitored through home interviews and documentation.

A six stage process is used to facilitate students' transition from school to work. The transition stages are as follows:

1. Preliminary groundwork,

2. Job readiness training,

3. Job seeking skills training with adaptive job seeking skills,

4. Career exploration and job training,

5. Vocational skill training and experience,

6. Application of job skills through supported employment in the community, with support fading or continuing as necessary.

The Transitional Handbook developed by the Davis County School District Special Education and Vocational Education Departments includes the following sections:

1. Transition from handicapped student to capable employee,
2. Job readiness training,
3. Job search training,
4. Job development,
5. Community based training,
6. Job development resources,
7. Samples and examples,
8. For further information,
9. Community supportive services,
10. Appendices,
11. Youth Employment Law.

A new Transition Guide entitled "Moving Right Along" has been developed for families of high school special education students. Topics covered in the guide include transition planning and issues, timelines, competency checklists, parents' role in transition, and information on school and adult service providers.

Mandate Six: Equal Access

The following is the policy statement of Davis County School District in regard to Section 504 of the Rehabilitation Act of 1983, PL 93-112.

> Each building principal in Davis County School District will assure that full program accessibility exists for each student in his/her building. If a student has a handicap to the extent that it is clearly not feasible for that student to secure full program

accessibility at his/her neighborhood school, then the principal will contact the director of special education and procedures will be implemented to insure transfer of the student to an appropriate setting that meets 504 Full Program Accessibility requirements.

The Davis County School District does not discriminate in admissions, access, treatment or employment in its programs and activities on the basis of race, color, sex, age, national origin, religion or handicapping condition.

All students are provided opportunities to enroll in vocational educational programs. Handicapped and disadvantaged students and their parents are provided specific information, that informs them of vocational training available to their students.

All handicapped students have equal access to all vocational programs, including specific instruction in identified courses, cooperative education, building trades (including construction of houses) and those offered in portable classrooms.

Mandate Seven: Least Restrictive Environment

The participation by special and vocational education staff, parents and students assure services to the maximum extent possible with a student's nonhandicapped peers. Continual district level review and approval of program and placement modifications assures adherence to procedural safeguards for student/parent rights.

Mandate Eight: Vocational Education/Special Education Coordination

The essence of the project is set forth in the mandate statement "coordinated between appropriate representative of vocational education and special education." The District level staff provide a cooperative model for the coordination of services. Workshops, seminars, and ongoing departmental meetings continue to strengthen staff cooperation. Visits to each school by the vocational and special education directors further strengthens the commitment.

At high school level meetings, representatives from the departments and administrators discuss concerns, strengths, problems, and weaknesses specific to their respective school environments.

The initial inservice training workshop on implementing the Perkins Act was held at the Job Service building. Participants included all Center staff, special educators, vocational educators, rehabilitation counselors, parents and building principals. Substitute teachers were furnished to the schools to emphasize the importance of the meeting. The need for continual cooperative efforts was presented at the first project meeting. Planning resulted in strengthening the project's implementation. (See Exhibit 96 for a summary of the workshop.)

Mutual department meetings have been held each year with all special education staff and vocational coordinators. Evaluation procedures, assessment instruments, forms, curriculum, and instructional techniques are developed, implemented and evaluated mutually by the staff.

The special education and vocational education departments meet weekly to review requests for special student services, identify major problems, and outline various ways to work with local special education and vocational staff.

Staff from community agencies regularly participate in both school and district level activities. Job Service offers job seeking skills classes in the high schools. A Rehabilitation Needs Committee comprised of many of the service providers and Davis School District staff meets quarterly to discuss programs for special needs students.

The primary strength of the Davis County School District Program is the cooperation between the special and vocational education departments.

Evidence of the Project's Effectiveness

Students' Performance While in School

Students' performance is monitored through the IEP and measured by teacher grading systems.

Special education students receive a high school diploma or certificate of recognition. Special education students participate in the high school graduation ceremony.

Overall School Drop-out Rate

1985-1986	1986-1987
19%	19%

Post School Status of Former Students

Status	Number of Former Students	
	1985-1986	1986-1987
Competitive employment 35 hrs/wk or more	35	48
Competitive employment less that 35 hrs/wk	8	13
Enrolled in vocational technical institute	3	1
Enrolled in JTPA funded training programs	38	35
Employed at rehabilitation facility/workshop	128	167
Unemployed	2	8
Unknown	18	6

Note: An increasing number of Davis County School District students are staying in school until they are 21 years of age.

Methods used to follow up former special education students

1. Letters are sent to graduates requesting follow-up information.

2. Some District high schools are providing follow-up to students and employers for five years by mail and telephone calls. Computer programs are utilized to compile and analyze the follow-up information.

3. Follow-up results are used to evaluate and revise District's curriculum and course work.

Additional Information

Job Placement Program

The Davis County School District placement program uses a variety of school staff and community services to enhance job placements. Job Service conducts interviews and provides job leads using a computer based format. Division of Rehabilitation Services provides work study stipends for students. JTPA training and summer programs provide additional employment opportunities for students. The national McJobs program of McDonald's, Inc. provides job coaching. The Pioneer Adult Rehabilitation Center provides skill training for the severely handicapped students.

The District's community vocational program includes three segments:

1. In their sophomore year, students undertake career exploration and awareness activities in the District school buildings.

2. In their junior year, students work at sites in the community and receive employer followup and evaluations. Vocational education teachers provide followup visits and are paid on a per visit basis after the work site evaluation report is completed,

3. In their senior year, students participate in competitive employment or the Hospital Skill Training Program. (See the Pioneer Adult Rehabilitation Center description below.) The placement and programs utilized depend on the student's needs and disability.

Forms used by the placement programs to document the activities include the following:

1. Utah State Office of Vocational Education Cooperative Training Agreement and Plan (Exhibit 97),

2. Utah State Office of Education Cooperative Vocational Education Student Evaluation,

3. Employer Monthly Evaluation adapted from Aspen Systems Corporation.

Ambrosia Restaurant

This student operated restaurant in Layton High School serves meals five days per week to faculty and other guests. The restaurant is part of the Commercial Food Skills training program. Student workers, including special needs pupils, learn by performing duties on a rotating basis through the food service operation. Students earn grades and credit for their work. Graduates from the restaurant program, including students with academic problems, have a good placement rate in the community.

Resource Teams

High School Resource Teams meet bimonthly to discuss students who utilize the self-contained resource room. These students are generally 40% below grade level in math, reading, and/or language. Staff participating in the meetings include special educators, vocational coordinators, the psychologist, an administrator, a counselor, and other teachers. The meeting agenda includes identifying students' instructional needs, class attendance and progress, meeting with parents, and counseling.

Davis Learning Center

The Davis Learning Center is a district wide alternative school for students in seventh through twelfth grades. Over 75 students who have behavioral, social, multiple handicaps, or school attendance and dropout problems enroll at the school for one half year to two years. Mainstreaming of students, including vocational classes, is emphasized through flexible class scheduling. Vocational class changes are documented as addenda to the IEP. (See Exhibit 98 for a copy of the Addendum Form.) Perkins funds pay teachers to teach extra classes, provide after hours career guidance and coordinate work exploration programs. Staff supervise a subcontract program that provides products for customers. The students are paid on a piece rate basis for their work. Transferral of skills to the community is emphasized through the Davis Learning Center.

Successful techniques used by staff at the Davis Learning Center include the following:

1. Videotaping job interviews,
2. Having students develop short and long range goals,
3. Addressing and building students' self concepts,
4. Sending quarterly progress reports to the high school guidance counselor,
5. Obtaining monthly reports from the school after the student returns to the home high school,
6. Expecting mutual respect from the students,
7. Implementing discipline policies that are school-wide,
8. Using behavior point systems established for specific classrooms or programs,
9. Using humor, special field trips and team teaching to provide alternative instructional methods.

Homestudy Program

The Homestudy Program is coordinated for the district by the Davis Learning Center. The Homestudy Program must meet the state's core curriculum and vocational components. Community tours, speakers, employers, skill classes related to area industry (e.g., ceramics), TV programs and summer youth programs are part of the Homestudy Program. Students must follow the program guidelines or they will be dropped. (See Exhibit 99 for Homestudy Guidelines.) The Homestudy Program is available to help students obtain a regular high school diploma or complete IEP goals.

Division of Rehabilitation Services (DRS)

The Division of Rehabilitation Services, funded by the State Office of Education, provides the following services to the Davis County School District special needs students:

1. Two counselors are assigned to the Davis County Schools and work with the special education teachers. Fifty to seventy percent of the counselors' caseloads are students. Approximately 130 District pupils receive DRS services.

2. Work and Homestudy stipends are used as incentives for students to stay in school, or learn a trade. Stipend amounts depend on the student's year in school and the counselor's judgment. (See Exhibit 100 for details about the stipend guidelines.)

3. A psychologist hired by DRS conducts weekly group therapy sessions in five district schools. These sessions emphasize work maturity behaviors. Special education teachers determine who enrolls, and what vocational goals are stressed.

4. DRS pays for transportation allowances, equipment and other items related to work.

5. DRS funds are used for extensive evaluations at the Pioneer Adult Rehabilitation Center.

6. Other evaluations are paid by DRS if vocational/special education funds are not available.

7. The counselors visit the high school teachers and students weekly.

8. The counselors assist with summer and JTPA jobs programs.

Pioneer Adult Rehabilitation Center (PARC)

The Pioneer Adult Rehabilitation Center is operated by the Davis County School District. Vocational programs serve handicapped students and adults from a three county area. (See Exhibit 101 for a copy of the PARC information sheet.) PARC provides a variety of services to special needs students based on their IEPs. Services include evaluation, supported employment with job coaching, contract work, sheltered employment, therapies, academic instruction, and work skills. An occupational skills program in housekeeping, dietary, and laundry is provided at a local hospital. (See Exhibit 102 for a description of the training program.) PARC is instrumental in providing transition opportunities to handicapped students. The Center is a vital part of the District's transition services.

Very Special Arts Festival

A Very Special Arts Festival was held at Viewmont High School. Regular education students assisted the special needs pupils with the exhibits, demonstrations, and festival events. All students felt it was a rewarding and well-coordinated event. Successful public relations and peer respect among students were achieved through the festival activities.

Other Key Factors that Make The Davis County School District Effective Based on Observations and Interviews

The following information is based on interviews conducted by VSC staff during their site visit in the spring of 1987.

Administrators

1. The directors of special education and vocational education departments met regularly and worked out a cooperative working relationship.

2. Financial survival and meeting student needs were the center of the project model. Fewer "turf battles" and more professional programs resulted.

3. Perkins money opened the door for cooperation between vocational education and special education.

4. The department heads presented themselves as a united front when dealing with other district special and vocational education staff. The department heads helped design the forms.

5. It was rewarding to see the community "open up" to the special needs students when the public sees separate school disciplines working together.

6. Perkins dollars can be used for many services and educational programs. By using a variety of options, including job placement, the staff expanded their thinking to new and innovative techniques.

7. Some school staff had to be "nurtured along" because they were reluctant to change and had a predetermined mind set about the program. By using some of the experienced vocational education teachers and their successful techniques, some of the barriers to implementing the program were overcome.

8. The District administrators would ensure that all recommendations met the legislative mandates.

9. The State Department of Education was supportive of the District's program. The State Department provided necessary flexibility in using Perkins funds. The statewide training to facilitate vocational education/special education communication was the catalyst for the district wide and school level meetings.

10. The emphasis on transition from school to work has made a positive improvement for special needs students. Utah considers the school as part of the community transition.

11. Student morale improved once the district changed the curriculum and programs to functional skills related to the working world.

12. The District disseminates information and materials at conventions and workshops (e.g., transition manual, inter-departmental coordination).

Vocational Coordinators

1. Perkins funds paid for peer tutors, assistants, and aides, who assisted special needs students in the food program.

2. Peer tutors help special needs students obtain the higher level skills required at The Davis Area Vocational Center. Tutors help prepare students for community jobs.

3. Coordination with the high school guidance counselors was essential to the project's success.

4. The majority of the vocational coordinators had experience in vocational education and serving special needs students.

5. Regular education teachers initially send students with problems to the vocational coordinators for assistance.

6. Vocational coordinators help students fill out W-4s and other employment forms.

7. Flexible class scheduling and the "13th year" program helped more students reach their educational goals.

Special Education Teachers

Special education teachers were "energized" by the District's emphasis on teaching students career education and pre-employment skills.

Evaluator

1. Teachers and parents like the computer list of possible jobs related to the students' strengths and interests. The job list gives hope to the parents and students concerning vocational opportunities.
2. Use the "menu" approach to selecting the assessment tools for special needs students.

Guidance Counselor

1. Team meetings that include all parties involved are essential for the coordination of services.
2. The District provides a wide range of vocational education offerings.
3. Developing the individual test data among the teacher, peer tutor and evaluator has resulted in a smooth assessment program.
4. Referring special needs students to Job Service has been an excellent technique.

Business Education Instructor

1. Using high achievers for peer tutors has helped both regular and special needs students. Both the tutor and special needs student are accountable to the teacher.
2. Teachers should use visual aids that correlate with the lessons.
3. Teachers should allow extra time for special students to finish tests.
4. Don't use special textbooks but regular book with tutors and find out individual learning styles.
5. Regular class books with assistance from tutors should be used instead of "special textbooks." Teachers should learn students' individual learning styles.
6. Instructors should give positive comments to special needs students in front of the class.

Division of Rehabilitation Services

1. Satellite offices are important in reaching the high school students.
2. Coordination with the school often depends on a workable one to one staff relationship.
3. Supported employment programs help the severely handicapped population obtain employable skills.

Parent of a Special Needs Student

Editors note: This parent is active in The Utah Association for Retarded Citizens and State Advocacy's Legislative Efforts.

1. Parents of all preschoolers are required to work with the school program.
2. Some parents are intimidated by the school process. More parent workshops are being conducted on learning to work with the school staff and programs.
3. A team approach between the parents and the school has a better impact on the programs, students and legislators. Educators and service providers control the power to improve the system.
4. Professionals should try to personalize education more. School staff should make parents aware of what is happening to their son/daughter. Professionals should spend time educating the parents. Encourage parents to sit in on classes, therapies, etc. Parents should know what their child is learning and why they are doing the lessons or activities.
5. Parents should visit the school and services more often. Parents should attend and speak at school board meetings. Parents need to learn accurate information. A trust level between parents and service providers is very important to the student success.
6. Efforts by coalitions of advocacy groups have helped rehabilitation and education staff to better coordinate services for secondary handicapped students.
7. Peer counseling has a positive affect on all students, especially when they enter secondary school.
8. Ninety-five percent of the parents of special education students attend the IEP meetings.
9. Parents should not put pressure on teachers to know all the answers for their child's special needs.

Considerations for Those Wishing to Replicate This Project

Administrative

District administration must be supportive, informed, and involved with the project. The vocational education and special education directors must communicate weekly and be willing to meet jointly at schools with staff from both departments to discuss areas of concern.

Fiscal

Commitment from both departments is necessary. Special education matching funds are very helpful. Startup funds should be on a case-by-case basis. A small amount of startup money is needed.

Technical Assistance Available

Contact Mary Ann Williams, Director of Special Education.

The cost of transportation, lodging and food must be covered.

EXHIBIT 85

Special Education/Vocational Education Referral Form
Revised August 8, 1986

Student Name ______________________________ Date ____________________________

Address ____

Phone ___________________ Date of Birth ____________________ Age ___________

Social Security Number ____

Student Number ________________________

Name of Parent or Guardian ____

Parent/Guardian has been contacted ☐ Yes ☐ No
Parent/Guardian agrees to referral ☐ Yes ☐ No

Living Situation

- ☐ Independent
- ☐ With Parents
- ☐ Group Home
- ☐ Foster Home
- ☐ Other

Education

Number of Years in School _____________
Current Grade Placement _______________
  - ☐ Regular Class
  - ☐ Resource
  - ☐ Self-contained or Special School

☐ Vocational School/Course __________
  Completed ☐ Yes ☐ No
☐ College/years Completed __________
☐ Military

What question(s) do you need answered in order to plan and program for this student in vocationally related areas, academic, social and vocational?...

____

What is the primary reason for referral?

____

What vocational areas has the student expressed interest in?

____

What vocational areas are you aware of the student having had experience in?

____

How successful was/is that experience?

____

EXHIBIT 85, contd.

What vocational areas are you aware of the student having potential for success in? ____

____

Indicate secondary concerns or specific problems we should be aware of including but not limited to the following areas: transportation, family, medical, emotional, educational. ______________________________

____

Assessment Desired

- ( ) CAREER ASSESSMENT
- ( ) FULL VOCATIONAL EVALUATION
    - ( ) Physical
    - ( ) Aptitudes
    - ( ) Interests and Values
    - ( ) Functional Skills
    - ( ) Work Adjustment
    - ( ) Work Samples
    - ( ) Occupational Information

Data to be attached to referral from referring agency (agencies)

( ) Copy of current psychological evaluation results and write-up including Intellectual and Behavior assessment(s) (WISC-R, WAIS-R, Stanford-Binet, ICAP, SSSQ, Vineland or AAMD)

( ) Copy of current academic evaluation including group tests if available and criterion referenced evaluation results

( ) Copy of current PPVT results

( ) Copy of current WRAT results

( ) Copy of current vocational aptitude and evaluation results and interest profile

( ) Copy of current IEP

( ) Copy of latest transcript

( ) Copy of Attendance for the past year

( ) Copy of current class schedule

( ) Copy of relevant/related information regarding medical status

School/Referral Source: ____________________ **Contact Person** ________________

Vocational Coordinator ______________________________________

Special Education Teacher ______________________________________

EXHIBIT 86

Continuum of Vocational Education/Special Education (Perkins) Services

The basic criteria for school vocational education and special education staff to consider in determining if a student is eligible for "Perkins" resources are the following:

1. The student must be classified as handicapped in one of the handicapping condition categories recognized by the State of Utah.
2. The student must have a vocational goal that staff agree is reasonable for the student to attain.
3. The handicapped person is not succeeding or is likely not to succeed in the assigned vocational program.

or

The student does not know what vocational area he/she may wish to enter with a reasonable expectation for success. (In this case career explorations, guidance and counseling programs can be approved.)

The following services can be explored depending upon the student's need as determined by school level vocational and special education staff. Each school staff is responsible for every handicapped student in that school. Both the vocational education staff and the special education staff will meet regularly to review the status of handicapped students relative to vocational goal determination, assessment, and progress in vocational programs. The school staff is responsible to assure that each handicapped student is afforded vocational opportunities within the school setting first before exploring other options.

Vocational Assessment and Evaluation. This is for handicapped students who need assessment/evaluation beyond that which is available at the school level. Appropriate application forms and information required will be submitted to the District Vocational Education or Special Education Office for review and approval.

Tutoring, equipment, supplies. These services are available (upon school level specification that is mutually agreed upon by both vocational education and special education staff) to enable a student to achieve success in the vocational education program at the school level. The school team determines the type of assistance required (specialized equipment, student, professional or paraprofessional help, supplies,...) in order to enable the student to achieve in the regular vocational program in which he/she is enrolled or seeks to enroll. Appropriate forms must be completed, signed by both departments and submitted to the District Vocational Education or District Special Education department for review and action.

EXHIBIT 86, contd.

Work/Job Experience (away from school). This constitutes a vocational education class in which the student receives instruction from a designated person on-site in the work situation. Funding for the instructor can be provided by Perkins monies if the school vocational and special education team recommends that this is the program that can meet the individual student needs. Appropriate forms must be completed and signed by the two departments and submitted to the District Vocational Education or Special Education department for review and action.

Co-op. In this situation the employer pays the student. In addition, the student must have a related vocational class at the local school level. The student can work up to 10 hours per week and receive credit. This is available to students based upon consensus by the school team of vocational education and special education that this meets the student's needs.

Other Options. If the student does not succeed in any of the options available at or through the school, then the vocational education and special education staff may submit the appropriate forms for accessing programs outside their pervue: PARC, Columbus Center, etc. Any handicapped student for whom the staff is seeking such programs MUST be processed through both departments and appropriate forms must be submitted to the district vocational education or special education department for review and action. If the Perkins monies cannot be utilized, then the district in conjunction with the school staff, will seek resources through other agencies and/or departments.

EXHIBIT 87

Request for Perkins Funds

To: Vocational Education Director
Subject: Budgeting Document for Special Education Students

This document is submitted for Special/Vocational Education Handicapped funding consideration.

Student Name ______________________ School ____________

Address ______________________ Phone ____________

Student's Handicapping Condition Code ____________ Date ____________

( ) Meets criteria as established by vocational education ____________
Signature Voc Rep

(_) Meets criteria as established by special education ____________
Signature Sp Ed Rep

Student's Vocational Goal ______________________
(Supported by IEP)

Program Start Date ____________ Completion Date ____________

ADDITIONAL SERVICES NEEDED (detail on back)

( ) Tutor
( ) Special Equipment
( ) Special Teaching Materials
( ) Other (identify) ______________________

BUDGET REQUIREMENTS

Specific Services	Total Budget	Fed Voc Ed Funds	Sp Ed Funds	Other
Tutor				
Special Equipment				
Teaching Materials				
Testing/Counseling				
Totals $				

____
District Office Approval

____________/______ ____________/______
Director Vocational Education Date Director Special Education Date

NOTE: Special education and vocational education should retain a copy for audit purposes.

EXHIBIT 87, contd.

Detail of Additional Services

Tutor

Type	Rate of Pay	Total Hours of Service	Total Cost
Professional			
Paraprofessional			
Student			

Describe Tutor Service: (When tutored, where services will be provided)

Special Equipment

Total Estimated Cost $________________

Special Training Material

Total Estimated Cost $________________

Describe and Estimate Cost

Total Estimated Cost $________________

EXHIBIT 88

Davis County School District
Special Education/Vocational Education
Check List

Student Name ____

Address ____

Phone ____________________ Grade ___________________________

Date Accomplished

_____ 1. Student verified as handicapped by special education department

2. Vocational evaluations conducted by special education with consultation and evaluation as required:

   ___ a. Summary of vocational evaluation with input from both special education and vocational education.

   ___ b. Possible student vocational goal identified in light of evaluation results and handicapping condition.

   ___ c. Special service or accommodations for assuring student success in noted vocational program identified.

   ___ d. Student IEP completed (special education) with special services or accommodations for assuring the student's success in noted vocational program written in IEP.

_____ 3. Monitoring of student progress arranged.

Follow Up After Program Completion
(To be completed after the student finishes the vocational program)

_____ 1. Student level skills have been determined.

_____ 2. Student is registered with Employment Security.

_____ 3. Student is placed on a job related to vocational training.

_____ 4. Student is placed on a job NOT related to vocational training Specify ____.

_____ 5. Student is continuing vocational education program at the next grade level or beyond high school.

_____ 6. Student is unemployed seeking work.

_____ 7. Other. (Describe)____

EXHIBIT 89

Work Checklist

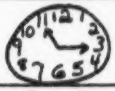
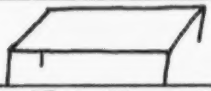
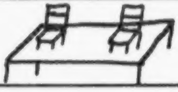
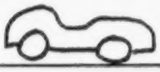
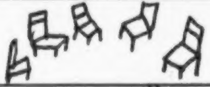
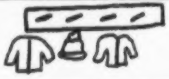
Check When Done	Work
	Go to work 
	Hang up coat
	Wash table 
	Chairs on table 
	Pick up toys 
	Vacuum
	Set up chairs 
	Greet students
	Hang up coats 
	Return to school 12:45

EXHIBIT 90

Peer Tutor Program

This is part of the vocational course entitled "Career Teaching with Handicapped Individuals" offered to students in grades 10, 11, and 12. This course is valuable for students interested in teaching careers as well as career exploration for medical, allied health services, and human service professions.

Prerequisities

1. Interview with instructor
2. Counselor recommendation
3. Parent/guardian permission

As a tutor you will be involved in working with severely intellectually handicapped high school classmates. Some of the students are non-vocal. Some also have physical problems. Peer tutors will be directly involved in helping these students to learn. Some of the responsibilities of a peer tutor will be:

1. In class teaching,
2. Community based training (such as going grocery shopping),
3. Careful recording of data,
4. Serving as an advocate for these students at all times.

In addition the peer tutor will be required to attend one or two after-school training sessions at the beginning of the term.

Grading will take into consideration the following factors:

1. Attendance (this includes the training sessions),
2. Performance during instruction,
3. General attitude/responsibility,
4. Quality of data keeping,
5. Written assignments,
6. Extra credit activities.

We understand that you might have some hesitation in wanting to work with these special students. This is only natural. Be assured that you will receive the assistance you need. This program is quite unique. There are only 11 like it in the entire country. You will be part of a select group of high school students who have an opportunity to really do something important for these special students. During your peer tutoring you will probably find out what many peer tutors have already learned: "These kids are people too."

EXHIBIT 91

Student Testimonial

December 18, 1985

To whom it may concern,

My name is Roger ______. I am a peer tutor at Roy High School. This is my first year tutoring and I have decided to stay with it my remaining high school years.

There are several reasons why I became a tutor. First, I've always wanted to help people that don't have what I have. Working with these people you have a chance to give them some of your ideas. When you are a peer tutor you have to set an example for all the kids. It's like having a whole bunch of little brothers and sisters.

My second reason for being a tutor is that I learn a lot about myself. The handicapped kids react differently than a normal kid does to your questions and requests. This teaches me how to react to different people and different situations encountered outside of school. Peer tutoring has also taught me when to show affection and when to stress discipline.

I think many people are afraid to become tutors because they are afraid of what their friends will think of them. I still have all the friends I started with at the beginning of the year. Sure, they will kid you a little, but deep down inside I think they respect me for doing something they don't have the guts for.

The kids themselves are nothing to be afraid of. At first it is a little uncomfortable, but it doesn't take long before I sometimes have to remind myself that I am working with handicapped people. After a relationship is established with some of the kids, the learning process begins for both me and the student. This, I think is the goal of peer tutoring.

Sincerely,

Roger ______
Roy High

EXHIBIT 92

After School Activity Report

Your Name ______________________________ Report Date _________________

Student Participant(s) ____

Type of Activity/Location ____

Date of Activity ________________________ Start/Stop Times _____________

Describe in general terms the student's behavior during the activity.

____

Describe, in detail, any inappropriate behaviors.

____

In what situation did these inappropriate behaviors occur?

____

What were other people's reaction to you and your student?

____

What things were your student able to do by him/herself?

____

What things did you have to help him/her with?

____

What things can we as a staff work on to make this type of activity go better?

____

What were your feelings about the activity?

____

What do you think were your student's feelings about the activity?

____

EXHIBIT 93

Three to Six After School Class
Three to Four Special Education Students

Monday	Tuesday	Wednesday	Thursday
Auto A Wittwer 3:00-6:00	Basics (B) Teeples 3:00-4:30 --------- Auto A Wittwer 4:30-6:00	Foods Ferrin 3:00-6:00	Foods Ferrin 3:00-4:30 --------- Basics (E) Teeples 4:30-6:00
Woods Sorensen 3:00-4:30 --------- Basics (A) Teeples 4:30-6:00	Woods Sorensen 3:00-6:00	Auto B Wittwer 3:00-4:30 --------- Basics (D) Oswald 4:30-6:00	Auto B Wittwer 3:00-6:00
Word Processing Schmidt 3:00-6:00	Word Processing Schmidt 3:00-4:30 --------- Basics (C) Teeples 4:30-6:00	Welding Staheli 3:00-6:00	Basics (F) Teeples 3:00-4:30 --------- Welding Staheli 4:30-6:00

EXHIBIT 94

Vocational Coordinators Job Evaluation Form

VOCATIONAL COORDINATOR ______________________ SCHOOL ______________________

DATE ______________ EVALUATOR ______________________

	1	2	3	4	5
Vocational Resource Activities					
1. Coordinates all vocational activities at the high school.					
2. Provides vocational reports/documents to district office.					
3. Communicates vocational education information both to high school vocational education teachers and to the district office.					
4. Keeps local principal informed concerning vocational education information, requirements, etc.					
Career Center Operation					
1. Operates an orderly and functional Career Center with adequate career information.					
2. Provides a Career Information Program for all incoming tenth grade students.					
3. Provides opportunities for all students to access the Career Center and assists them in career determination.					
4. Maintains a file on all vocational students reflecting the student's aptitude and interest test results and the student's vocational goal.					
5. Provides guidance and occupational information to assist students in determining their career goals.					
Cooperative Vocational Programs					
1. Has on file, for each student participating in an approved vocational cooperative program, a student-school-employer approved work plan.					
2. Maintains auditable work records to verify cooperative program participation.					

EXHIBIT 94, contd.

1 2 3 4 5

3. Visits or supervises required visits to students and employers for those participating in vocational cooperative programs.

4. Supervises the selection of appropriate work sites and proper placement of students.

5. Maintains records to verify that vocational cooperative students are enrolled in an appropriate in-school related class.

Off Campus Vocational Programs

1. Maintains information concerning off campus district, Davis Area Vocational Center, private, and other school vocational programs.

2. Maintain a teacher record on all students participating in approved off campus vocational programs.

Special Needs Students

1. Is aware of special needs students enrolled in vocational programs and aware of their needs to succeed in those vocational programs.

2. Works with the school resource worker to determine individual student's needs and to develop a vocational plan for the student.

Placement Service

1. Has an organized plan for assisting graduating vocational students in placement activities for the student's future.

EXHIBIT 95

Career Planning Unit
Woods Cross High School
10th Grade

Purpose

1. Students should know about materials and services available in the career center.
2. Career planning is an important part of a student's educational plan.
3. Career goals are important to all students.

Schedule

1. Unit on careers and career assessment covers 10 periods.
2. One half of the class goes to the career center and the other half stays in the regular classroom.
3. Groups switch schedules at the end of the week.
4. The career center is available for use by the students during the lunch hour (Monday through Thursday) and at any time during the day when supervision is available and it is not occupied by a class or group.
5. Roll will be taken in the career center for each class.

Film - "Competencies & Credentials"

1. Define competencies.
2. Define credentials.
3. Discuss importance of adequate credentials.

Work Statistics for Utah

1. The majority of job openings in the state are the result of turnovers.
2. One half of all jobs are in the Salt Lake area.
3. Seventeen percent of all Utah jobs are in the Davis and Weber areas.
4. Twelve percent of all Utah jobs are in Utah county.
5. Nearly one half of all jobs in the state require six months or less training.

EXHIBIT 95, contd.

6. Nearly one third of all jobs in Utah require over six months training, but less than a college degree.
7. Only one job of every five jobs in the state requires a college degree.
8. The median family income for 1983 was $24,600.

EXHIBIT 96

Special Education/Vocational Education Joint Workshop

TO: High School Principals
Grant Steed
Jack Bailey
Jack Shell
Diane Russell
Bob Owen
Vocational Coordinators
Vocational Staff
All Special Education Teachers

FROM: Mary Ann Williams & Walt Ulrich

DATE: November 12, 1985

This memorandum reviews the contents of a recent workshop held to orient vocational education coordinators and special education resource people with requirements and procedures to follow serving handicapped vocational education students.

Presentations at the workshop dealt with a review of the Federal Vocational Education Act and its requirements for services to handicapped and special needs individuals. We also had presentations from Employment Security and from Vocational Rehabilitation to identify the services and support activities that could be provided by those two agencies.

We reviewed the relationships of vocational coordinators and vocational teachers to the special education teachers at each school, and the coordination required by both in order to serve handicapped students enrolled in vocational education.

The Job Service presentation dealt with a review of the service they can provide: employment interviews, job finding, review of the general aptitude test battery administered by that agency, and their involvement with tax credit programs.

Vocational Rehabilitation identified the services that they can provide, who would be eligible, and the process to use when coordinating activities with that agency.

We reviewed the requirements of a person to be considered for Federal Vocational Education funding and support funding by Special Education under the Carl Perkins Act. The basic conditions are:

1. The individual must be a handicapped person who has an IEP-SEP consistent with their vocational goal (verified by special education).
2. The person's vocational goal is reasonably achievable in consideration of the person's handicapping condition.

EXHIBIT 96, contd.

3. The person can not or is likely to not succeed without special assistance.

4. The person is enrolled or desires to enroll in an approvable vocational program.

The two divisions (vocational education and special education) developed a check sheet that is to be used at the school level by special education and vocational education representatives. The check sheet will make certain that appropriate procedures are followed in identifying the person to be served, determining the program to follow, and making certain the requirements of the law are met.

The group also met at Davis Area Vocational Center to review the facilities and to receive instruction concerning the testing program offered as a joint venture between the PARC Center and the Davis Area Vocational Center.

The workshop's overall objective was to make certain that all parties understand the procedures necessary to assure students equal access to programs, and to assure that vocational students who have handicapping conditions receive appropriate instruction to help them succeed in their vocational goal.

All arrangements at the local high school are to be carried out under the approval of the high school principal, with the involvement of the vocational education coordinator and special education staff. Funding approval and overall program monitoring will be by the district office special education and vocational education departments.

If you have any questions in relation to the services to be provided or the process by which those services are rendered, we would appreciate your questions or input.

EXHIBIT 97

UTAH STATE OFFICE OF VOCATIONAL EDUCATION
COOPERATIVE TRAINING AGREEMENT AND PLAN

SOE 02-1300-01c
10-28-85

TRAINEE ________________ ADDRESS ________________ Grade ________

BIRTH DATE ____________ AGE ________ SEX ________ S.S.# ________________

SCHOOL ________________ OCCUPATIONAL GOAL ________________

THE EMPLOYER ________________ (Company Name) ADDRESS ________ street ________ city ________ zip ________ PHONE ________

BEGINNING DATE OF EMPLOYMENT ________ month ________ day ________ year for ________ (approximate) hours per week.

Trainee's job will be ________________ Starting wage per hour $________

EMPLOYER, PLEASE LIST THE *MAJOR TASKS* OR *TRAINING SKILLS* PLANNED FOR THE TRAINEE Hours worked from____ to ______

1. ________________ 5. ________________
2. ________________ 6. ________________
3. ________________ 7. ________________
4. ________________ 8. ________________

EMPLOYER WILL

(1) provide employment on a regular basis.
(2) report any change in trainee's work situation to school supervisor.
(3) conform to Federal laws prohibiting discrimination on the basis of race, color, national origin, sex or handicap.

Employer's (or representative's) Signature ________________ / ________ DATE

TRAINEE WILL

(1) enroll and maintain satisfactory grades in a class *related* to the work experience.
(2) maintain satisfactory attendance at school and on the job.
(3) report any *change in work situation immediately* to the school coordinator.
(4) turn in work record to the school coordinator.
(5) strive to develop good work habits.

Trainee's Signature ________________ / ________ DATE

PARENT/GUARDIAN WILL

(1) assume responsibility and liability for the student during released time.
(2) provide transportation, if necessary.

Parent/Guardian's Signature ________ / ________ DATE HOME PHONE ________
WORK PHONE ________

COORDINATOR WILL

(1) insure that there is related instruction and serve as consultant to all parties concerned with this training agreement/plan.
(2) determine the amount of credit and the grade the trainee will receive.
(3) visit the training station to evaluate the training program and to obtain a written student evaluation.

TRAINEE'S CLASS SCHEDULE

COURSE	1st Semester TEACHER	ROOM #	COURSE	2nd Semester TEACHER	ROOM #
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		
8			8		
9			9		
10			10		

SIGNATURE OF COORDINATOR ________________ DATE ________ PHONE ________

EXHIBIT 98

Vocational Education Addendum to Individual Education Programs
Davis Learning Center
Dayton, UT 84041

______________________ will receive instruction in Wood Shop. This will provide an opportunity for ____________________ to adjust better vocationally and socially. Successful completion of this goal will be determined by a "C" grade or better by May 22, 1987.

____________________________________ ______________
Parent/Guardian Date

____________________________________ ______________
Agency Representative (LEA) Date

____________________________________ ______________
Teacher Date

____________________________________ ______________
Other Date

EXHIBIT 99

Homestudy Guidelines

1. You will have the same teacher each week.
2. Students need to stay in their seat at all times, same place each week.
3. If peer interaction becomes a problem, students will be scheduled on separate nights. If the problem continues, a placement change is possible.
4. If students are failing, and/or have missed more than two weeks, at midterm a change of placement will be considered.
5. Books will not be changed unless student can justify where the problem is.
6. Students with the most appropriate behavior will be helped first.
7. If you need to change your day because of sickness, etc., you need to call ahead or be counted absent for the week.
8. Students coming in on the working day will be helped last.
9. On math all work needs to be shown. You will periodically be asked how you did it.
10. If one of your answer keys comes up missing you will not receive credit for the week and you will be given a new book in that subject that you must pay for.
11. If your teacher is busy, you can play basketball in the gym. If you act inappropriately in the gym, the privilege will be discontinued.
12. You can not get Homestudy through teachers other than through the DLC Homestudy Program.
13. All school rules apply during Homestudy, i.e., swearing, smoking, etc.
14. Students can not come in during the school day.
15. If you are caught cheating, or writing any random answer, then you will receive double work for the following week.

I ______________________ understand what is expected of me on Homestudy.

____
Teacher signature

EXHIBIT 100

Vocational Guidelines

Abbreviations

V - RECEIVES VOCATIONAL MONEY
J - HAS A JOB
N - VOCATIONAL FORMS NOT IN
T - TOO YOUNG

Vocational Rehabilitation Money

SOPHOMORE - $30/month
JUNIOR - $40/month
SENIOR - $50/month

Students will receive a stipend every two weeks.

Grade Amount Stipend/week - 1/2 days attended vocational training
1/2 amount Homestudy work completed

Training	full	9/10	8/10	7/10	6/10
Homestudy	full		5/6		4/6
SOPHOMORE	3.75	3.37	3.00	2.62	2.25
JUNIOR	5.00	4.50	4.00	3.50	3.00
SENIOR	6.25	5.62	5.00	4.37	3.45

Students will receive their full stipends at the end of each two-week period by following the rules below.

1. Completion of all Homestudy work, with 80% accuracy.
2. Attendance at their weekly Homestudy appointment, 2:30-4:30.
3. Full attendance on vocational training, i.e.,
   a) Job seeking-one month, must show progress.
   b) On the job training - DAVC, District Carpentry, etc.

Otherwise a partial stipend will be given as indicated in the chart above.

Students can receive a partial stipend according to the above chart. For example, if a sophomore student completes five out of six subjects he or she will receive $3.00 for his or her Homestudy portion. If the same student completed eight out of ten days satisfactorily at his or her vocational placement then he would receive $3.00 and a total of $6.00 for the week.

If the student misses his or her Homestudy appointment or completes less than the above chart then he or she will receive no stipend for the week.

I ________________________________ understand the above guidelines.
Student signature date

____
Teacher

EXHIBIT 101

Pioneer Adult Rehabilitation Center
Basic Information Sheet

Updated: 1/5/87

Organization:	Pioneer Adult Rehabilitation Center
Governing Body:	Davis County School District
Location:	435 South Main Clearfield, Utah 84015
Director:	Robert P. Daniels
Target Population:	Handicapped Adults 16 years and older
Primary Service Area:	Davis County
Center's Purpose:	To provide occupational skill training, vocational training, work activities, employment services and vocational evaluation supported by social and personal adjustment training to handicapped adults so they may gain the skills required to function at the highest level of social and economic independence.
Service Time:	Six hours per day, 240 days per calendar year
Staff Members:	Twenty-eight full time plus one university graduate intern 3200 + volunteer hours annually
Programs and Services Offered:	Vocational Evaluation Work Activities Sheltered Employment Work Adjustment Occupational Skills Training Community Job Placement Supported Employment Speech Therapy
Funding Sources:	JTPA United Way Division of Services to the Handicapped Division of Vocational Rehabilitation Special Education Funds Vocational Education Funds Adult Education Funds Production Contracts Private Tuitions
Enrollment:	Over 300 handicapped clients are enrolled and receiving direct services annually.
Community Job Placement Income:	Over 2.94 million dollars since 1976

EXHIBIT 102

Pioneer Adult Rehabilitation Center
Occupational Skill Training Programs

The Pioneer Adult Rehabilitation Center's Occupational Skill Training Programs provide job level competency training in Medical Housekeeping, Dietary Service, and Industrial Laundry. Students are trained in the actual work setting and are instructed in the specific skills necessary to obtain and maintain community employment. Areas of instruction include: Skills specific to each occupation, job maintenance skills, and job search skills. If the student or instructor feels that any other areas are needed for successful employment, then these are incorporated into the student's employability plan.

Movement through the program occurs in five stages.

Two Week Evaluation. During this time each student is introduced to staff and oriented to the hospital. Pre-testing is done in both occupational and job maintenance skill areas. Observations of hospital workers and some specific skill training introduce the student to the chosen occupation, and helps both the instructor and student assess the student's ability in the training area. At the end of the two week evaluation period, determination is made as to whether or not in that skill area is most appropriate for that student.

Skill Area Training. In the second phase of training, the student receives specific instructions and practice in all skill areas of their training program, and also in needed job maintenance and job search areas. Lessons are given in the classroom and unoccupied hospital work areas. Supervised practice is carried out in regular hospital work areas.

Pre-transition. When students begin reaching proficiency in skill areas, they are placed under the supervision of hospital supervisors for one to two days. The hospital supervisor evaluates performance and the results are used to improve low skill areas. During this time students also receive their mastery testing in all areas.

Transition. When the student has had successful pre-transitions, passed all mastery tests, and demonstrates work quality and quantity within norm levels, he or she is placed under direct supervision of the facility's staff for one to two weeks for an evaluation of his or her placement readiness. Students are evaluated by the regular facility staff and work eight hour shifts and weekends if necessary. If transition performance is satisfactory, the student is put on placement. If performance is not satisfactory, the student is returned to the program and further instruction is provided in low skill areas.

Placement. Upon successful completion of transition, the person is helped by PARC staff to find a job in an appropriate community setting. The goal of the program is placement. To reach our goal it is sometimes necessary to place students in surrounding areas, since jobs in the actual training facility are limited. Both the student and his or her parents must be prepared for the student to be placed in another location. Total support of the training program by a student's parents is necessary for placement success. If the student does not desire to be placed in the area in which he or she has been

EXHIBIT 102, contd.

trained, then the specific program is not for them and further training in another area should be discussed with the counselor.

The training programs are designed to be three months long. However, this time may vary according to individual student needs and abilities. Hours are 8:00 a.m. to 3:00 p.m. Monday through Friday for evaluation and skill training levels. Pre-transition and transition hours are extended to eight hour days with rotating weekends (if needed) in accordance with regular facility hours. It is extremely important for students to become adjusted to working eight hour days and rotating weekends, as they may need to do this when they become employed. Students must be able and willing to work weekends to be accepted into the program.

Neither the Pioneer Adult Rehabilitation Center or Lakeview Hospital pay students wages. Maintenance money for students may be arranged through the students' Division of Rehabilitation Counselor. If funds are available, students may be placed on JTPA and receive a minimal support payment. JTPA funds are generally reserved for those students nearing transition status or who are in the most financial need. To enter the program, students must qualify for funding through the Davis County School District, Division of Rehabilitation Services, or JTPA.

Students are not covered by hospital insurance, and they must have some type of insurance coverage before entering the program. This coverage may be either through parents or purchased through the School District. (More information is available.)

The student must be able to provide their own transportation. Uniforms are furnished to the student while he/she is in the program and they must be returned at the completion of training. Lunches may be carried or bought. Students receive a discount through the Lakeview cafeteria.

The programs are located at: Lakeview Hospital
630 East Medical Drive
Bountiful, UT 84010
Room 445

WHY ARE THESE PROJECTS AND PROGRAMS EFFECTIVE?

Effective Schools Research

In analyzing the impact of the Carl D. Perkins Vocational Education Act on the vocational preparation of students with handicaps, discussions too frequently begin and end on the subject of money. While funding is obviously important, the program design, staff allocation, and instructional techniques selected to help special education students succeed in mainstream vocational programs also deserve concentrated attention.

Research indicates that effective schools are characterized by educational leadership, an orderly "climate," high achievement expectations, systematic monitoring of student performance, and an emphasis on basic skills. Bickel and Bickel (1986) stated that

> in effective schools, the principal or other administrative personnel provide leadership by demonstrating commitment to goals, coupled with flexibility in pursuing them. There is also an emphasis on outcomes over procedures, high levels of informal interaction, and the use of problem-solving and program evaluation techniques....Effective schools also have clear and consistent policies. These policies emphasize shared responsibility for the overall school climate. Administrators and teachers in effective schools communicate expectations for success.

Perkey and Degen (1985) also summarized factors associated with "good" schools. These factors include:

1. School site management. The school's administrators and staff have considerable freedom to determine exactly how to increase student performance.

2. Leadership. This leadership may come from the principal or from others on the staff.

3. A high degree of staff stability. Moving teachers from school to school may destroy the cohesion necessary to develop a productive school culture. Routine transfers of principals may be even more detrimental, because they set the tone in most schools.

4. Curriculum organization and articulation. In secondary schools, planned and purposeful courses seem to be more helpful than many electives with few requirements.

5. School-wide staff development. School-wide staff development can help create a new school culture by removing teachers from their daily routines so that they can interact with different people, develop a common language, and forge common understandings and goals. Effective Effective staff development should also be closely related to the

school's instructional program and to needs the teachers have expressed

6. Parental and community involvement and support. Effective schools include parents and the community in the decision making process. Their commitment and support usually follow.

7. School-wide recognition of academic success. Effective schools use awards and symbols such as trophies to recognize academic achievement.

8. Maximized learning time. In effective schools, students spend more time on school work than those in less effective schools.

9. District support. Change at the building level will be limited unless the central office supports it.

10. Collaborative planning and collegial relationships. School improvement is more likely to succeed if teachers and administrators make decisions together and share ideas and information.

11. Sense of community. The sense of being a recognizable member of a distinct, supportive community tends to reduce alienation and increase achievement. Schools can build this feeling of belonging and security by using ceremony and symbols. The sense of community is important because neither alienated students nor teachers dissatisfied with their jobs will perform well.

12. Clear goals and high expectations that are commonly shared. Clear goals allow people to focus their energy. High expectations of student achievement and performance are likewise important, but if these expectations are too high or inflexible they may drive some students out of school.

13. Order and discipline. Rules, once agreed upon, must be enforced fairly and consistently so that the students feel they are treated equitably.

At the instructional level, research has also demonstrated that some teacher behaviors are more effective than others. Rosenshine (1983), for example, found that six instructional techniques are practiced by effective teachers:

1. Review and check the previous day's work, and reteach if necessary.
2. Present new content/skills systematically.
3. Build in opportunities for initial student practice, and check for understanding.
4. Provide feedback and corrections, and reteach if necessary.
5. Build in systematic opportunities for students to practice independently.
6. Review weekly and monthly.

Hunter (1984) stressed the importance of providing guided practice, modeling the new process or product that students are expected to learn, and checking for understanding.

Effective Vocational Preparation for Special Education Students

The striking thing about this brief summary of "excellence" research presented above is that it reflects in large measure what VSC staff found when they visited the projects and programs described in this handbook.

In each case, administrators, the school board and the community support the effort. This support is both verbal and tangible. Sufficient resources are allocated to do the job right. Perkins Act funds are incorporated into cost effective and imaginative service delivery systems.

Staffing patterns also display certain commonalities. In each case, specific staff are assigned to provide the services necessary to help special education students receive appropriate vocational preparation. These staff assignments are not "add ons" to an already full work day, but represent major portions of certain individuals' job duties.

A common thread also weaves through the more specific techniques used by these exemplary approaches. For example, to meet the "notification" mandate, staff at all sites not only communicate by mail with the parents of special education students, but hold formal face to face orientation meetings that involve both the parents and their children. This orientation leads to the development of specific plans that are incorporated into each student's Individualized Educational Program required by PL 94-142.

These exemplary approaches meet the Perkins Act's "assessment" mandate in a variety of ways, but within that diversity, common elements emerge:

1. Staff individualize at least a portion of each student's assessment in order to address his or her specific needs and interests.
2. Each student receives detailed feedback about his or her performance and its implications for possible career options and courses of training.
3. Each student's parents receives detailed feedback about their child's performance, and its implications for future program options.
4. Assessment results have an impact on the development and implementation of educational programming for each special education student. This impact is readily apparent in the evolving content of each student's IEP over a period of years.

5. Assessment is not done only once, but is carried out at varying levels of intensity throughout each student's high school experience.

To meet the Perkins Act's mandate to provide appropriate special services to vocationally mainstreamed special education students, these exemplary efforts identified specific staff and gave them the responsibility and the authority to organize, coordinate, facilitate and/or directly provide such services. Students receive assistance both within and outside the vocational class setting. Such assistance includes tutoring, directed practice, provision of alternate test taking methodology, adapted instructional materials, and instruction in the lease restrictive environment. Several of these exemplary approaches place a heavy emphasis on community based vocational training for the special education students they serve. This training is not just "work experience," but actual skill training in an employment setting. These exemplary approaches also treat "transition" as an important element of educational programming. Students IEPs reflect this emphasis on post school goals, and document the steps taken to attain them.

Lastly, these programs are characterized by an absence of "turf" battles between departments and staff that often impede effective programming. The diverse professional disciplines within the school share ownership of the students' problems and successes. They also develop and sustain ongoing working relationships with community based adult service agencies and with postsecondary education/training organizations in order to facilitate their students' transition to appropriate post-high school options.

Like all human endeavors, these programs and projects are not perfect. Staff members continually strive to improve coordination, their own skill levels, support services to students, and the curriculum they teach. Staff evaluate the effectiveness of their approaches, and use the resulting data to guide improvement efforts.

Several programs/projects have faced, and thus far overcome, funding problems. Staff sometimes feel that they have a long way to go in developing interprofessional and interagency relationships. Some feel that they are not meeting the individual vocational preparation needs of all their special education students as effectively as they might. Nonetheless, the educators involved with these projects and programs are obviously dedicated to serving special needs students. They display a high degree of goal directed behavior, intense effort, and concern with results (student growth in personal and vocational skills) that can truly serve as models for others to emulate.

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